Te Tāhuhu o te Mātauranga
Ministry of Education

Maths and Statistics Reporting Rubrics

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Click on your year

The purpose of these rubrics is to support teachers to make informed decisions when selecting a Progress Descriptor to describe a student's progress.

For more detail to inform your teaching and learning programme, please refer to the Mathematics and Statistics learning area:

https://newzealandcurriculum.tahurangi.education.govt.nz/5637238338.p

New Zealand Government
Te Kāwanatanga o Aotearoa

October 2026

Year 1* **Maths and Statistics Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • count up to 10 objects • subitise small quantities.	**Number** • apply number sense and spatial reasoning • subitise small quantities and use materials to represent addition and subtraction.	**Number** • demonstrate number sense • represent numbers up to 20 in multiple ways, recognising teen numbers as combinations of ten and another digit • use materials to investigate addition and subtraction problems and counting patterns such as twos to 20 and tens to 100 • use equal groups and skip counting to build early multiplication and division concepts, allowing them to generalise patterns and relationships between numbers.	Consistently demonstrate all knowledge and practices expected in **Number** at 6 months/Year 1 and use these to explore content with greater depth, complexity, and independence.

* This Year 1 reporting rubric covers progress at the end of the first six months and the end of the first year.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor.	**Algebra** • copy and continue a repeating pattern with two elements.	**Algebra** • copy and continue repeating patterns, explaining their thinking.	**Algebra** • copy, continue, create, and describe a repeating pattern with three elements.	Consistently demonstrate all knowledge and practices expected in **Algebra** at 6 months/Year 1 and use these to explore content with greater depth, complexity, and independence.
	Measurement • compare the length of two objects, with support.	**Measurement** • compare the length of two objects directly.	**Measurement** • use comparative language for lengths and heights.	Consistently demonstrate all knowledge and practices expected in **Measurement** at 6 months/Year 1 and use these to explore content with greater depth, complexity, and independence.
	Geometry • compose a simple compound shape using smaller shapes by trial and error • sort and identify most common 2D shapes, with support.	**Geometry** • match familiar shapes, regardless of size or colour, and sort them based on a single attribute, explaining their reasoning and justifying their classifications.	**Geometry** • demonstrate spatial reasoning • identify and sort familiar 2D shapes according to a single attribute.	Consistently demonstrate all knowledge and practices expected in **Geometry** at 6 months/Year 1 and use these to explore content with greater depth, complexity, and independence.
	Statistics** • identify their response in the class picture graph.	**Statistics**** • count and state the number of responses for single categories in a picture graph.	**Statistics**** • answer questions about data in a picture graph.	Consistently demonstrate all knowledge and practices expected in **Statistics** at 6 months/Year 1 and use these to explore content with greater depth, complexity, and independence.

** The Statistics strand does not include knowledge and practices during the first six months and therefore does not need to be considered when making an informed decision for the first six months.

Year 2 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • read and write numbers up to 120, with support • distinguish between '-teen' and '-ty' numbers, with support • count in short sequences of 2s, 5s and 10s, with support • add or subtract 1 from a number without bridging ten • arrange small quantities to identify whether they are odd or even • identify a half and a quarter from representations, with support • recognise equal groups and share collections fairly using materials and counting, with support.	**Number** • read, write, and compare numbers up to 120, with increasing fluency • recognise when numbers look or sound similar and distinguish between these, with increasing fluency • count in short sequences of 2s, 5s and 10s • add or subtract ones from a number, without bridging ten • add or subtract 10 from a number, without bridging 100 • recognise whether small numbers are odd or even, using materials • identify a half, a quarter and a third from representations, with support • recognise equal groups and share collections fairly using materials and counting.	**Number** • identify patterns and relationships when using place value to read, write, and compare numbers up to 120 • distinguish between numbers that may look or sound similar • count in 2s, 5s, and 10s, identify number structures, and solve addition and subtraction problems up to 100 • generalise about odd and even numbers • identify a half, quarter, and a third from representations • represent multiplication and division problems through equal grouping and sharing, supported by skip counting, number lines, arrays, and materials.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 2 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • identify the unit of repeat in a repeating pattern, with support.	**Algebra** • identify and describe the unit of repeat in a repeating pattern.	**Algebra** • use observation to make generalisations about repeating patterns and predict further elements in a pattern.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 2 and use these to explore content with greater depth, complexity, and independence.
	Measurement • compare and order length, mass and capacity, with support.	**Measurement** • compare, order, and measure length, mass, and capacity, with increasing independence.	**Measurement** • compare, order, and measure length, mass, time, and capacity.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 2 and use these to explore content with greater depth, complexity, and independence
	Geometry • sort common 2D and 3D shapes using simple attributes such as the number of sides, corners, or flat and curved surfaces • identify when 2D shapes have been transformed.	**Geometry** • identify and sort a range of 2D and 3D shapes using their attributes • transform 2D shapes, with support.	**Geometry** • classify shapes and use spatial reasoning to transform them.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 2 and use these to explore content with greater depth, complexity, and independence.
	Statistics • identify which category is the most frequent and which is the least frequent in picture graphs and dot plots.	**Statistics** • sort and classify information into categories, with support • make statements about data, with support.	**Statistics** • sort and classify information into categories • make statements about data.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 2 and use these to explore content with greater depth, complexity, and independence.

Year 3 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • represent numbers up to 1,000, with support • round numbers up to 100 to the nearest ten, with support • recall some addition and subtraction facts to 20 • use some mental methods and written methods to add and subtract numbers up to 1,000 where renaming is not required, with support • recall a limited number of multiplication facts (2s, 3s, 5s and 10s) • identify fractions using sets, number lines, and shapes, with support.	**Number** • represent numbers up to 1,000, with increasing fluency • round numbers to the nearest ten or hundred, with support • recall addition and subtraction facts to 20 and begin to use place value knowledge to generalise from these facts (e.g., 3 + 4 = 7, therefore 30 + 40 = 70) • use some mental methods and written methods to add and subtract numbers where renaming is not required, with increasing fluency • recall an increasing number of multiplication facts and is beginning to connect these to division facts (2s, 3s, 5s, and 10s) • identify and compare fractions using sets, number lines, and shapes, with increasing fluency.	**Number** • represent numbers up to 1,000, with a grasp of place value • round numbers to make estimations • generalise and apply addition and subtraction facts to 20 using place value • use mental and written methods for addition and subtraction • recall multiplication and division facts (2s, 3s, 5s, and 10s) • identify and compare fractions in sets, number lines, and shapes using materials to support their reasoning.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 3 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • use ‘less than’ or ‘greater than’ symbols to directly compare whole numbers up to 1,000, with support.	**Algebra** • use ‘less than’ or ‘greater than’ symbols to directly compare whole numbers up to 1,000.	**Algebra** • check the truth of number sentences involving direct comparisons of whole numbers up to 1,000.	Consistently demonstrate all knowledge and practices expected in Algebra at Year 3 and use these to explore content with greater depth, complexity, and independence.
	Measurement • copy full, half, quarter, and three-quarter turns.	**Measurement** • identify full, half, quarter, and three-quarter turns.	**Measurement** • describe turn using full, half, quarter, and three-quarter turns as benchmarks.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 3 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify and sort some regular polygons.	**Geometry** • identify, sort and visualise some regular polygons.	**Geometry** • identify, describe, visualise, and sort regular polygons.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 3 and use these to explore content with greater depth, complexity, and independence.
	Statistics • make statements using information directly from a data visualisation e.g., seven children have lost two teeth.	**Statistics** • collect and record responses to a survey question that requires counting e.g. how many teeth have you lost? • make statements about data visualisations that require combining categories or making comparison e.g., how many children have lost one or two teeth?	**Statistics** • collect information, represent it using dot plots and bar graphs and answer questions.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 3 and use these to explore content with greater depth, complexity, and independence.

Year 4 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • use place value knowledge of whole numbers up to 10,000, with support • recall multiplication facts (2s, 3s, 5s and 10s) but has limited recall of other facts • use mental methods for the four operations with support • use written methods for addition and subtraction where renaming is not required, with support • add and subtract fractions with the same denominator, with support.	**Number** • use place value knowledge of whole numbers up to 10,000 • recall multiplication and division facts (2s, 3s, 5s and 10s) and is developing fluency with other multiplication facts • use mental methods for the four operations, with increasing fluency • use written methods for addition and subtraction where renaming is not required • add and subtract fractions with the same denominator • find a unit fraction of a whole, with support.	**Number** • use place value knowledge of numbers up to 10,000 and tenths, recognising relationships across these place values • recall multiplication and division facts to 10 x 10 • use knowledge of number facts to carry out mental and written methods for addition, subtraction, and multiplication, and mental methods for division • explain their thinking when working with unit fractions and fractions with the same denominator and connect these to decimal fractions (tenths).	Consistently demonstrate all knowledge and practices expected in **Number** at Year 4 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • recognise the equals sign as representing balance between two quantities that have the same value • recognise growing patterns that use addition and subtraction • understand 'less than' and 'greater than' symbols and use these, with support.	**Algebra** • check the truth of and complete open number sentences, using whole numbers • recognise and continue growing patterns using addition and subtraction • use 'less than' and 'greater than' symbols to compare numbers.	**Algebra** • check the truth of and complete open number sentences, using tenths • recognise, continue, create and describe growing patterns using addition, subtraction and multiplication • use 'less than' and 'greater than' symbols to compare numbers or fractions with the same denominator.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 4 and use these to explore content with greater depth, complexity, and independence.
	Measurement • select and use an appropriate tool when measuring, with support • use some measurement benchmarks for estimation, with support.	**Measurement** • select an appropriate measurement tool and measure with increasing accuracy • use measurement experiences to develop benchmarks for estimation.	**Measurement** • measure using standard units and tools • use benchmarks to support estimation • connect knowledge of fractions (including tenths) to appropriately marked measurement tools.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 4 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify 2D and 3D shapes • categorise examples and non-examples of symmetry in 2D shapes.	**Geometry** • identify and describe 2D shapes • identify and describe 3D shapes • identify some lines of symmetry in 2D shapes.	**Geometry** • identify, describe, and classify 2D shapes using their attributes, and visualise 3D shapes • identify symmetry in 2D shapes.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 4 and use these to explore content with greater depth, complexity, and independence.
	Statistics • plot whole number data on a dot plot, with support • choose the best descriptive statements for a given data visualisation, with support.	**Statistics** • plot whole number data on a dot plot • choose the best descriptive statements for a given data visualisation.	**Statistics** • collect data, represent it in more than one way, interpret it, and ask questions of data.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 4 and use these to explore content with greater depth, complexity, and independence.

Year 5 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • represent and work with both whole numbers up to 1,000,000 and decimals to one decimal place • add and subtract four-digit numbers, with support • find a unit fraction of a shape, set and number, and a non-unit fraction of a shape and set, with support • recall some multiplication and division facts (up to 12 x 12) • connect known multiplication and division facts to place value knowledge to solve simple multiplication and division questions e.g. 3 x 300, 1000 ÷ 5.	**Number** • represent and work with numbers up to 1,000,000 and decimals to two places, with support • add and subtract four-digit numbers, and fractions with the same denominator, with increasing fluency • find a non-unit fraction of a set and shape • find a non-unit fraction of a number, with support • recall most multiplication and division facts (up to 12 x 12) • solve multi-digit multiplication problems with increasing fluency and is beginning to develop methods for division problems that do not have a remainder.	**Number** • represent and work with numbers up to 1,000,000 and decimals to two places • add and subtract four-digit numbers, decimals, and fractions with the same denominator • find a fraction of a number, shape, or set • recall multiplication and division facts • solve multi-digit multiplication and division problems by connecting to place value and number facts.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 5 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • continue growing patterns.	**Algebra** • create a growing pattern.	**Algebra** • continue and create growing patterns, explaining and justifying their reasoning.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 5 and use these to explore content with greater depth, complexity, and independence.
	Measurement • select and use an appropriate measurement tool, with support • calculate the perimeter of rectangles • know that angles can be classified.	**Measurement** • select and use appropriate measurement tools and units • calculate the perimeter and area of rectangles, may need prompting to distinguish between the two measurements • classify angles, with support.	**Measurement** • measure accurately using standard units and tools • calculate perimeter and area of rectangles • classify angles.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 5 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify pairs of parallel lines • identify 3D shapes and the 2D shapes that make up their faces, with support.	**Geometry** • identify parallel and perpendicular lines but may require prompting • identify 3D shapes and the 2D shapes that make up their faces.	**Geometry** • identify parallel and perpendicular lines • connect 3D shapes with 2D shapes.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 5 and use these to explore content with greater depth, complexity, and independence.
	Statistics • decide on a variable to collect data about • decide how to collect the data for the chosen variable e.g., height, noting that height should be measured without shoes on.	**Statistics** • collect data that includes at least two categorical variables • sort two categorical variables into a two-way table e.g., how students get to school and what year level they are in.	**Statistics** • collect meaningful data, represent it clearly, and interpret it to draw conclusions.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 5 and use these to explore content with greater depth, complexity, and independence.
	Probability • use probability language to describe everyday events and decide which outcomes from chance experiments are more likely.	**Probability** • conduct chance experiments listing possible outcomes and deciding which outcomes are more likely.	**Probability** • conduct chance experiments, identify outcomes, and compare their likelihood using probability language • classify and place everyday events by likelihood (impossible to certain) on a probability number line from 0 to 1.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 5 and use these to explore content with greater depth, complexity, and independence.

Year 6 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • represent and work with decimals, with support • represent concepts (e.g., negative numbers, decimals and factor pairs) using tools such as number lines and arrays, with support • add and subtract whole numbers, and is beginning to multiply and divide numbers, with support • find the whole when given a unit fraction • know simple decimal, fraction and percentage equivalents e.g., 50% and 25%.	**Number** • represent and work with decimals, connecting existing knowledge to thousandths • represent concepts (e.g., negative numbers, decimals and factor pairs) using tools such as number lines and arrays, with increasing independence • add, subtract and multiply whole numbers, and can divide numbers, with increasing fluency • find the whole when given a fraction, with support • use a growing range of decimal, fraction and percentage equivalents e.g., 50%, 25%, 75% and 10%.	**Number** • understand decimals up to thousandths • represent concepts using tools such as number lines and arrays • apply place value knowledge to add, subtract, multiply, and divide whole numbers • find the whole when given a fraction • link fractions to decimal fractions and percentages.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 6 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • recognise and describe how a growing pattern changes from one element to the next.	**Algebra** • recognise how a growing pattern changes from one element to the next and begin to make conjectures about further elements.	**Algebra** • generalise growing patterns by finding the rule and use this to make conjectures about further elements.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 6 and use these to explore content with greater depth, complexity, and independence.
	Measurement • calculate area of a rectangle • calculate volume of a rectangular prism and area of a right-angled triangle, with support.	**Measurement** • calculate volume of a rectangular prism and area of a right-angled triangle, with increasing fluency.	**Measurement** • calculate volume, and area, and explain and justify their thinking about the relationships between measurements.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 6 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify quadrilaterals and describe similarities and differences between them, with support.	**Geometry** • identify quadrilaterals and describe the similarities and differences between them • identify shapes with rotational symmetry, with support.	**Geometry** • use geometric reasoning to classify and compare 2D shapes using their sides, angles, and other attributes.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 6 and use these to explore content with greater depth, complexity, and independence.
	Statistics • discuss the findings of others when interpreting data visualisations.	**Statistics** • draw conclusions when interpreting data visualisations, with support.	**Statistics** • interpret data using tables and graphs, representing information clearly and justifying their conclusions.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 6 and use these to explore content with greater depth, complexity, and independence.
	Probability • identify possible outcomes in a chance-based situation, deciding which is more likely.	**Probability** • identify all possible outcomes for chance-based situations • find possible outcomes for a specified event within a chance-based situation (e.g., finding possible outcomes for the event “the sum is five” when rolling two dice and finding their sum).	**Probability** • list the sample space for chance events and calculate the probability of individual outcomes • calculate and check probabilities for simple situations, ensuring the total probability equals 1.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 6 and use these to explore content with greater depth, complexity, and independence.

Year 7 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • read, write, and round large numbers, with support • recognise that operations are performed in a particular order • multiply a one-digit number by a simple decimal e.g., 0.4 x 5 • identify and represent fractions, decimals, and percentages • locate positive and negative whole numbers on a number line • recognise that negative numbers represent quantities below zero.	**Number** • read and write large numbers and is beginning to use powers of ten to represent them • round whole numbers to powers of ten and begins to round decimals, with support • use the order of operations, with increasing fluency • multiply simple decimals by one-digit numbers and multiples of ten with increasing fluency e.g., 0.9 x 30 • compare, order and convert fractions, decimals, and percentages, with increasing fluency • compare positive and negative whole numbers and identify the additive inverse of a number • recognise that negative numbers can result from a larger positive number being subtracted from a smaller positive number.	**Number** • represent and work confidently with large numbers, demonstrating a clear understanding of rounding, place value, and the order of operations • connect multiplication of whole numbers to decimals • apply fractions, decimals, and percentages to real-world problems, explaining and justifying their reasoning • compare, add, and subtract negative numbers using number lines and other representations • distinguish between decimals and negative numbers.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 7 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • solve one-step equations involving addition and subtraction e.g., t + 7 = 12.	**Algebra** • solve two-step equations e.g., 5s + 3 = 18 with increasing fluency • simplify expressions e.g., a + a + a = 3a.	**Algebra** • form and solve equations and work with algebraic expressions involving any of the four operations.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 7 and use these to explore content with greater depth, complexity, and independence.
	Measurement • use formulae for perimeter of a rectangle and square.	**Measurement** • use formulae for perimeter and area of rectangles and squares.	**Measurement** • use formulae in contexts of perimeter, area, and volume.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 7 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify some ways that triangles can be classified • reflect a 2D shape across a given mirror line • communicate position using compass points • recognise that geometric concepts follow specific rules.	**Geometry** • classify triangles, with support • transform 2D shapes, with increasing fluency • interpret and communicate locations, using compass points and coordinates • apply the rules of geometric concepts in a range of contexts.	**Geometry** • classify triangles, transform 2D shapes, and interpret and communicate their locations • generalise their understanding of geometric concepts.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 7 and use these to explore content with greater depth, complexity, and independence.
	Statistics • find the mode for categorical and discrete numerical variables and the median for numerical variables, with support.	**Statistics** • find the mode for categorical and discrete numerical variables and the median for numerical variables • describe the shape of the distribution for numerical variables including whether the distribution is symmetrical or asymmetrical and how many peaks it has.	**Statistics** • collect and visualise data and interpret measures of central tendency.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 7 and use these to explore content with greater depth, complexity, and independence.
	Probability • identify and systematically list all possible outcomes for a chance-based situation • recognise the importance of using large numbers of trials when investigating chance-based situations, with support.	**Probability** • use technology to undertake a large number of trials when investigating chance-based situations.	**Probability** • apply probability concepts to chance-based situations, explaining outcomes and justifying conclusions.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 7 and use these to explore content with greater depth, complexity, and independence.

Year 8 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • recognise that some numbers can be categorised as prime numbers • recognise some square numbers and their square roots • identify some factor pairs of a number • multiply fractions by whole numbers • multiply improper fractions by whole numbers • multiply and divide decimals by powers of ten, including converting common metric units, with support • find a simple percentage of a whole number and is beginning to find the whole when given a simple percentage • add and subtract integers, with support.	**Number** • define prime numbers and identify prime numbers to 30 • recognise some square and cube numbers and their roots • identify factor pairs of numbers • represent composite numbers as products of prime factors, with increasing fluency • multiply two fractions together and is beginning to multiply a mixed number by a whole number • multiply and divide decimals by powers of ten, including converting metric units with increasing fluency • find the whole when given a simple percentage • divide a quantity into two parts given the ratio • add and subtract integers, with increasing fluency.	**Number** • represent number relationships with confidence, using factors, multiples, prime factorisation, and basic powers and roots • operate with fractions and decimals and make generalisations, providing evidence of their reasoning • work with percentages and ratios, explaining and justifying their thinking • apply number knowledge to add and subtract expressions involving negative numbers and convert metric units.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 8 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • solve and represent simple linear equations, with increasing fluency.	**Algebra** • solve and graph linear equations.	**Algebra** • manipulate, solve, and graph linear equations.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 8 and use these to explore content with greater depth, complexity, and independence.
	Measurement • calculate the area of parallelograms when given the formula.	**Measurement** • calculate the area of parallelograms and trapeziums.	**Measurement** • calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 8 and use these to explore content with greater depth, complexity, and independence.
	Geometry • recognise that parts of a circle have specific names • translate and reflect simple 2D shapes on a coordinate plane • connect geometric and measurement concepts to solve problems involving time, angles, 2D and 3D shapes, perimeter, area, and volume, with support.	**Geometry** • identify the radius, diameter, and circumference of a circle • translate, reflect and rotate simple 2D shapes on a coordinate plane • connect geometric and measurement concepts to solve problems involving time, angles, 2D and 3D shapes, perimeter, area, and volume, with increasing fluency.	**Geometry** • identify and describe parts of a circle • transform 2D shapes on the coordinate plane • connect geometric and measurement concepts to solve problems involving time, angles, 2D and 3D shapes, perimeter, area, and volume.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 8 and use these to explore content with greater depth, complexity, and independence.
	Statistics • design survey questions to collect data for a specific topic, with support • describe data visualisations using the shape of the distribution and statistics such as the mode, median, maximum and minimum value, with support.	**Statistics** • design survey questions to collect data for a specific topic • describe data visualisations using the shape of the distribution and statistics such as the mode, median, maximum and minimum value.	**Statistics** • collect and visualise data, and interpret measures of central tendency and spread, using these conclusions to support decision-making.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 8 and use these to explore content with greater depth, complexity, and independence.
	Probability • report findings from chance experiments, recognising that fractions, decimals and percentages can be used to express probabilities, with support.	**Probability** • report findings from chance experiments using fractions, decimals and percentages, with support.	**Probability** • work with probabilities as fractions, decimals and percentages.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 8 and use these to explore content with greater depth, complexity, and independence.

Year 9 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • recognise that numbers can be expressed using scientific notation • recognise that negative powers can be connected to unit fractions • identify powers of 2 through to 2^{10} • add, subtract, multiply, and divide fractions and decimals, with support • find equivalent ratios and rates by scaling up or down, with support.	**Number** • express numbers using scientific notation • convert negative powers to unit fractions • estimate square roots between consecutive whole numbers on a number line • add, subtract, multiply and divide fractions and decimals, with increasing fluency • divide a quantity into two parts, given the part: part or part: whole ratio.	**Number** • represent number relationships using factors, multiples, powers, and roots, including with numbers expressed in scientific notation, and justify their reasoning when applying these concepts • calculate and estimate with rational numbers, including integers • use ratio, proportion, percentages, and rates to solve practical and real-world problems, explaining and generalising their strategies.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 9 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • apply algebraic conventions to simplify expressions by collecting like terms and expanding a single term multiplied by a bracket • represent linear relationships using tables, coordinate points, and equations of the form y = mx + c, with support.	**Algebra** • manipulate algebraic expressions by expanding, factorising using common factors, and simplifying expressions involving multiple terms • form and solve linear equations and inequalities with positive coefficients, explaining the steps used and checking the reasonableness of solutions • connect tables, graphs, patterns, and equations to describe linear relationships and identify gradient and y-intercept.	**Algebra** • work with algebraic conventions and apply algebraic thinking to expand and simplify expressions, solve equations, graph linear relationships, and work with inequalities.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 9 and use these to explore content with greater depth, complexity, and independence.
	Measurement • use appropriate measurement units • recognise that measurement units can be converted to different-sized units • calculate the circumference of a circle when given the formula • identify the hypotenuse in a right-angled triangle.	**Measurement** • convert between a wide range of metric units and use metric prefixes appropriately • find the circumference of a circle • find the length of the hypotenuse in a right-angled triangle.	**Measurement** • connect measurement concepts to solve problems involving shapes including circles and Pythagoras' theorem, using small and large metric units appropriately and justifying their solutions.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 9 and use these to explore content with greater depth, complexity, and independence.
	Geometry • identify and describe parts of a circle and is beginning to know how these relate to each other • use basic angle facts to find unknown angles involving intersecting lines and simple parallel line situations.	**Geometry** • identify the radius, diameter, circumference, chord, and centre of a circle, and explain relationships between them • reason about unknown angles in situations involving intersecting and parallel lines and transversals.	**Geometry** • connect geometric concepts to solve problems involving angles on lines and shapes including circles, justifying their solutions.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 9 and use these to explore content with greater depth, complexity, and independence.
	Statistics • calculate the five-point-summary for numerical data, with support • describe the difference between primary data and secondary data • use scatterplots to display paired numerical variables.	**Statistics** • calculate the five-point summary for numerical data • draw an eyeballed line of best fit for paired numerical variables • critique data visualisations.	**Statistics** • explain their reasoning and justify decisions using measures of central tendency and spread.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 9 and use these to explore content with greater depth, complexity, and independence.
	Probability • carry out chance experiments, including running simulations for a large number of trials using digital tools, with support.	**Probability** • carry out chance experiments, including running simulations for a large number of trials using digital tools and visualising results using tables and graphs.	**Probability** • collect and visualise data and interpret probabilities.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 9 and use these to explore content with greater depth, complexity, and independence.

Year 10 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each strand.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Number** • add, subtract, multiply, and divide positive and negative integers • evaluate simple positive integer powers for positive numbers • recognise numbers in scientific notation • recognise rational and irrational numbers, including square and cube roots • find fractions and percentages of quantities • find equivalent ratios and rates by scaling up or down.	**Number** • add, subtract, multiply, and divide positive and negative integers, with increasing fluency • evaluate simple positive integer powers for positive and negative numbers • calculate with numbers in scientific notation, with increasing fluency • calculate and estimate using rational and irrational numbers, with increasing fluency • use ratios, proportions, percentages, and unit rates to solve problems and explain the relationships used.	**Number** • apply operations, represent and work with positive and negative numbers • use exponent rules, including with numbers in scientific notation, and explain and justify their solutions • calculate and estimate using rational and irrational numbers • apply ratio, proportion, percentages, and rates to solve practical problems, using reasoning to generalise and make connections between their strategies.	Consistently demonstrate all knowledge and practices expected in **Number** at Year 10 and use these to explore content with greater depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Algebra** • collect like terms and expand a single term multiplied by a bracket • substitute into formulae that involve squares or square roots (e.g. $A = \pi r^2$, $c^2 = a^2 + b^2$) • represent simple linear relationships using tables and coordinates and identify the constant increase or decrease.	**Algebra** • substitute into, rearrange, and simplify expressions or formulae that involve squares or square roots (e.g. $A = \pi r^2$, $c^2 = a^2 + b^2$) • connect tables, equations, and graphs for linear relationships and identify the gradient and the y-intercept.	**Algebra** • demonstrate their algebraic thinking in their ability to expand, factorise, and simplify expressions, and substitute into and solve equations • represent linear equations in tables and graphs, interpreting their features.	Consistently demonstrate all knowledge and practices expected in **Algebra** at Year 10 and use these to explore content with greater depth, complexity, and independence.
	Measurement • use Pythagoras' theorem to find an unknown length in a right-angled triangle, with support • calculate the area of circles when given the formula • recognise and describe "for each" or "per" relationships between two quantities and is beginning to use appropriate units.	**Measurement** • use Pythagoras' theorem to find unknown lengths in right-angled triangles, with increasing fluency • calculate the area of circles and the surface area of prisms and cylinders • identify the quantities and units used in rates and use appropriate units in familiar contexts.	**Measurement** • find unknown lengths in right-angled triangles • calculate the area of circles, and surface area of composite figures, connecting measurement concepts to real-world contexts • use appropriate units, including rates, with appropriate prefixes in the metric system.	Consistently demonstrate all knowledge and practices expected in **Measurement** at Year 10 and use these to explore content with greater depth, complexity, and independence.
	Geometry • find unknown corresponding angles in similar 2D shapes • resize simple shapes using a whole-number scale factor.	**Geometry** • find unknown corresponding angles and lengths in similar 2D shapes • resize composite shapes using a whole-number scale factor.	**Geometry** • use the properties of similarity in 2D shapes in calculations • transform 2D shapes by resizing, using any scale factor.	Consistently demonstrate all knowledge and practices expected in **Geometry** at Year 10 and use these to explore content with greater depth, complexity, and independence.
	Statistics • recognise that it is not always possible to survey the whole population and that a random sample from the population can be used instead.	**Statistics** • use visual evidence and summary measures to compare two groups and make an informal conclusion about whether one group tends to have larger values than the other.	**Statistics** • collect, present, analyse, and evaluate data, using appropriate visual representations and calculations • interpret analysis and communicate findings.	Consistently demonstrate all knowledge and practices expected in **Statistics** at Year 10 and use these to explore content with greater depth, complexity, and independence.
	Probability • carry out a chance experiment, with support.	**Probability** • carry out a chance experiment to compare the experimental probability to the theoretical probability (when known) or estimate the probability where the theoretical probability is not known.	**Probability** • interpret probabilities (both experimental and theoretical) representing information meaningfully and justifying decisions.	Consistently demonstrate all knowledge and practices expected in **Probability** at Year 10 and use these to explore content with greater depth, complexity, and independence.