Year 1 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Strands **At the end of their first 6 months at school,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
Number • apply number sense and spatial reasoning • subitise small quantities and use materials to represent addition and subtraction **Algebra** • copy and continue repeating sequences, explaining their thinking **Measurement** • compare the length of two objects directly **Geometry** • match familiar shapes, regardless of size or colour, and sort them based on a single attribute, explaining their reasoning and justifying their classifications.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

The purpose of this rubric is to support teachers to make an informed decision 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.

Year 1 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Strands **At the end of their first year at school,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • copy, continue, create, and describe a repeating pattern with three elements **Measurement** • use comparative language for lengths and heights **Geometry** • demonstrate spatial reasoning • investigate and continue repeating spatial patterns • identify and sort familiar 2D shapes according to a single attribute.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 2 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Strands **By the end of Year 2,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • use observation to make generalisations about repeating patterns and predict further elements in a pattern **Measurement** • compare, order, and measure length, mass, time, and capacity **Geometry** • classify shapes and use spatial reasoning to transform them.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 3 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
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Te Kāwanatanga o Aotearoa
New Zealand Government

Strands **By the end of Year 3,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 these 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 **Algebra** • check the truth of number sentences involving direct comparisons of whole numbers up to 1,000 **Measurement** • identify, describe, visualise, and sort regular polygons **Geometry** • identify and describe symmetry in patterns and everyday objects **Statistics** • collect information, represent it using dot plots and bar graphs, and draw conclusions about their findings.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 4 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
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New Zealand Government

Strands — **By the end of Year 4,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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, multiplication, and division • explain their thinking when working with unit fractions and fractions with the same denominator and connect these to decimal fractions (tenths) **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 • apply the same operation both sides of a number sentence to identify a missing addend **Measurement** • measure using standard units and tools • use benchmarks to support estimation • connect knowledge of fractions (including tenths) to appropriately marked measurement tools • distinguish between methods for calculating area and perimeter • identify a missing dimension when given the area or perimeter of a rectangle or square **Geometry** • identify, describe and classify 2D shapes using the attributes and visualise 3D • identify symmetry in 2D shapes **Statistics** • collect data, represent it in more than one way, interpret it, and ask questions of data.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 5 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
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Te Kāwanatanga o Aotearoa
New Zealand Government

Strands — **By the end of Year 5,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • continue and create growing patterns, explaining and justifying their reasoning **Measurement** • measure accurately using standard units and tools • calculate perimeter and area of rectangles **Geometry** • identify and describe features of 2D shapes, calculate perimeter and area, and classify angles and lines • identify parallel and perpendicular lines • connect 3D shapes with 2D shapes **Statistics** • collect meaningful data, represent it clearly, and interpret it to draw conclusions **Probabilty** • 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.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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

Year 6 **Maths Reporting Rubric**

Te Tāhuhu o te Mātauranga
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Te Kāwanatanga o Aotearoa
New Zealand Government

Strands — **By the end of Year 6,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • generalise growing patterns by finding the rule and use this to make conjectures about further elements **Measurement** • calculate volume, perimeter, and area and explain and justify their thinking about the relationships between measurements **Geometry** • use geometric reasoning to classify and measure angles, describe lines, and work with time in meaningful contexts **Statistics** • interpret data and chance-based situations using tables and graphs, representing information clearly and justifying their conclusions **Probabilty** • 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.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 7 **Maths Reporting Rubric**

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New Zealand Government

Strands — **By the end of Year 7,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • manipulate, solve, and graph linear equations **Measurement** • calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms **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 **Statistics** • collect and visualise data and interpret measures of central ten **Probabilty** • apply probability concepts to chance-based situations, explaining outcomes and justifying conclusions.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 8 **Maths Reporting Rubric**

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Strands **By the end of Year 8,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • manipulate, solve, and graph linear equations **Measurement** • calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms **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 **Statistics** • collect and visualise data, apply probability concepts, and interpret measures of central tendency and spread, using these conclusions to support decision-making.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 9 **Maths Reporting Rubric**

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Strands — **By the end of Year 9,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
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 **Algebra** • work with algebraic conventions and apply algebraic thinking to expand and simplify expressions, solve equations, graph linear relationships, and work with inequalities **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 **Geometry** • connect geometric concepts to solve problems involving angles on lines and shapes including circles, using small and large metric units appropriately and justifying their solutions **Statistics** • explain their reasoning and justify decisions using measures of central tendency and spread **Probability** • collect and visualise data, interpret probabilities, and evaluate bias.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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Year 10 **Maths Reporting Rubric**

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Strands — **By the end of Year 10,** students who are proficient in Mathematics can independently:	**Emerging**	**Developing**	**Consolidating**	**Proficient**	**Exceeding**
Number • apply operation, 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 **Algebra** • demonstrate their algebraic thinking in their ability to expand, factor, and simplify expressions, and substitute into and solve equations • represent linear equations in tables and graphs, interpreting their features **Measurement** • find unknown lengths in right-angled triangles and reason about sides and angles in similar shapes • 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 **Geometry** • use the properties of similarity in 2D shapes in calculations • transform 2D shapes by resizing, using any scale factor **Statistics** • collect, present, analyse, and evaluate data, using appropriate visual representations and calculations • interpret analysis and communicate findings **Probability** • interpret probabilities (both experimental and theoretical) and evaluate bias, representing information meaningfully and justifying decisions.	**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 shares 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 reflects on ideas to test, challenge and extend their knowledge.

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