

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	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.
- 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					

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.

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Strands At the end of their first year at school, students who are proficient in Mathematics can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Number	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.
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					
Statistics					
answer questions about data in a picture graph.					

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 2 Maths Reporting Rubric



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Strands At the end of their second year at school, 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 Statistics - sort and classify information into categories - make statements about 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.

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 3 Maths Reporting Rubric



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Strands	Emerging	Developing	Consolidating	Proficient	Exceeding
At the end of their third year at school, students who are proficient in Mathematics can independently:					
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	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.
Algebra check the truth of number sentences involving direct comparisons of whole numbers up to 1,000					
Measurement describe turn using full, half, quarter, and three-quarter turns as benchmarks					
Geometry identify, describe, visualise, and sort regular polygons					
Statistics collect information, represent it using dot plots and bar graphs and answer questions.					

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Year 4 Maths Reporting Rubric



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Strands		By the end of Year 4, students who are proficient in Mathematics can independently:				
		Emerging	Developing	Consolidating	Proficient	Exceeding
Number		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.
- 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)						
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						
Measurement						
- measure using standard units and tools - use benchmarks to support estimation - connect knowledge of fractions (including tenths) to appropriately marked measurement tools						
Geometry						
- identify, describe and classify 2D shapes using the attributes and visualise 3D shapes - identify symmetry in 2D shapes						
Statistics						
collect data, represent it in more than one way, interpret it, and ask questions of data.						

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 5 Maths Reporting Rubric



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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	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.
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, 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					
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.					

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Year 6 Maths Reporting Rubric



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Strands By the end of Year 6, students who are proficient in Mathematics can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Number	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.
- 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					
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.					

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 7 Maths Reporting Rubric



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Strands By the end of Year 7, students who are proficient in Mathematics can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Number	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.
- 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					
form and solve equations and work algebraic expressions involving any of the four operations					
Measurement					
use formulae in contexts of perimeter, area, and volume					
Geometry					
- classify triangles, transform 2D shapes, and interpret and communicate their locations - generalise their understanding of geometric concepts					
Statistics					
collect and visualise data and interpret measures of central tendency					
Probability					
apply probability concepts to chance-based situations, explaining outcomes and justifying conclusions.					

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 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	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.
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					
Probability work with probabilities as fractions, decimals and percentages.					

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 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		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.					
- 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, 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.											

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 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 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		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.					
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											
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.											

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.