

## Choosing the appropriate test

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The PATs/STAR/STwE are assessments for position and progress in the curriculum. Each test has been designed carefully to align with a particular area of the curriculum and the progressions of tests follow expected, average progress through the curriculum. What happens when a child makes less or more than average progress through the curriculum?

You will get the most relevant and accurate curriculum information of what a child knows and doesn't know, when you choose a test that matches the child's ability. If they are a **curriculum level above or below their peers**, you need to consider differentiating the test you choose.

Some criteria to consider are:

- Schools should choose the year level test that matches the student's position in the curriculum (see below)

Curriculum Level 2	Year 4 test
Curriculum Level 3	Year 6 test
Curriculum Level 4	Year 8 test
Curriculum Level 5	Year 10 test

- To get the richest picture of a child's position or progress in the curriculum, the student should be able to get about 50% of the questions correct - this shows the test matches the students' ability level
- You do not need to '**over-differentiate**' as most students should be fine with the recommended year level test. Only students who are a full curriculum above or below their expected level will need a different test

Tests that are too easy or too difficult will not provide precise achievement measures. Instead, there will be ceiling effects, where many students achieve perfect or near perfect scores, and floor effects, where students answer very few questions (if any) correctly. Before using a test, it is important to check that its level of content is suitable for the students to be assessed. Making this choice does not change the statistics you need for reporting. It doesn't matter which test a student sits as their results all end up on the same scale. Within the NZCER Marking site, the student's data will still be collated with their own year level, however the **Individual** and **Item** report will now provide rich, relevant diagnostic data at the appropriate curriculum level.

You will notice that in the Maths Recommended Year Level Table that most tests have been recommended for 2 or 3 year levels, and that only one is in bold type. As noted in the table, it is because it is the year level that the test was originally designed for, in line with expected curriculum progress.

## PAT:Mathematics

Table 3 **Recommended year levels for *all* tests**

Test	Recommended Year Levels
1A	<b>3, 4,</b>
1	<b>4,</b> 5, 6
2A	<b>4, 5,</b> 6
2	<b>4,</b> 5, 6
3A	<b>5, 6,</b> 7
3	<b>5,</b> 6, 7
4A	<b>6, 7,</b> 8
4	<b>6,</b> 7, 8
5A	<b>7, 8,</b> 9
5	<b>7,</b> 8, 9
6A	<b>8, 9,</b> 10
6	<b>8,</b> 9, 10
7A	<b>9, 10,</b> 11
7	<b>9,</b> 10, 11
8A	<b>10,</b> 11

\*Bold print indicates the year level for which the test was originally developed.

\*Bold print on **two** year levels indicates the test was originally developed for the end of one year or the beginning of the next year.