

FAQ about the Learning Progression Frameworks

Why are there no NZC levels on the LPFs?

The LPFs are not displayed with curriculum levels. The main reason for this is to avoid defining curriculum expectations for the individual aspects of the LPFs using curriculum boundaries that were designed to represent overall, on-balance curriculum expectations. The curriculum boundaries for the PaCT scale were based on an exercise that considered achievement against all aspects. In other words, each curriculum boundary represents an averaging of expectations across the aspects. This means that sometimes a set of illustrations for a given aspect could be lower or higher than might be expected if the position of the boundary line was mapped to that aspect alone.

Why are NZC levels displayed in PaCT?

When used in PaCT, the LPFs provide the structure for making summative judgments about achievement against the curriculum. For each aspect, in the appropriate framework, teachers decide which set of illustrations best fits what they know a student can do by themselves and most of the time. PaCT then synthesises these best-fit decisions into an overall score (judgment) on the PaCT scale. Because the PaCT scale has been linked to curriculum expectations, teachers can use PaCT to see how students have achieved overall in terms of curriculum levels.

Some of the graphical reports available on PaCT show how the sets of illustrations 'line up' against the PaCT scale. Each set is shown at the point on the scale where the overall score predicts that the set has become more likely to be selected as the best-fit set for a student than the preceding set of illustrations for the aspect. In PaCT, showing the sets in relation to the scale provides information about the typical level of overall achievement associated with each set.