



Te Tāhuhu o
te Mātauranga
Ministry of Education



Reporting to Parents and Whānau

Years 0-10 Guidance for Teachers

New Zealand Curriculum

Foreword

The revised Years 0-10 English and Mathematics & Statistics New Zealand Curriculum (NZC) means changes to how schools and teachers are required to report on student progress against the curriculum.

This is an important shift for teachers and parents. New reporting components have been designed to align to the new curriculum, and to support clear and consistent reporting nationwide so parents and whānau understand how their child is progressing every year, regardless of which school they attend.

This change means using Progress Descriptors to show learning progress across Reading, Writing, and Maths, and each of the strands and elements within these. *Note: this is not expected for oral language.



There will also be a visual representation of a student's progress over time, narrative about why the overall Progress Descriptor was chosen, and assessment results, alongside information for parents and whānau about how they can support next learning steps at home.

In recognition of the important link between attendance and learning, attendance data will also be included.

The five Progress Descriptors are:

Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level.
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
Proficient	Students are meeting curriculum expectations for their year level.
Exceeding	Students are exceeding curriculum expectations for their year level.

The aim for most students will be ‘Proficiency’ as the end-of-year goal, to meet curriculum expectations and be prepared for their next year of learning.

In this guidance you will find detailed information about each of these new aspects of reporting, including examples and templates, the Progress Markers that describe the level of proficiency that is expected at the end of each year in Reading, Writing and Maths, and advice for reporting progress for students with diverse learning needs.

This information is also available online at: [Reporting to parents and whānau](#). For information relating to Te Marautanga o Aotearoa, see [Kia māhorahora te reo Māori | Kauwhata Reo](#).

This guidance does not cover the full scope of the curriculum expectations of the NZC Framework, Capabilities and Learning Areas. It is designed to support teachers to meet the reporting requirements and expectations for Reading, Writing and Maths from 2026 onwards.





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Effective assessment practices to support reporting

Every student should feel successful in their learning and confident in their progress.

High-quality reporting helps support this by giving parents and whānau clear, timely, and meaningful information about:

- achievement and progress against the curriculum
- areas of strength and improvement
- next steps in learning.

When the curriculum is clear, and progress is easier to track, teachers are better positioned to focus on what really matters – responding to their learners.

When teachers have clear, reliable information about student progress, they can report on achievement in a strengths-based way that's easily understood by parents and whānau.

It is also critical that teachers feel confident in the evidence they draw on to guide both teaching and assessment decisions. Monitoring how each student is progressing and achieving using high-quality information ensures decisions are well-informed and responsive.

Quality assessment and reporting involves:

- collecting and analysing data and assessment information throughout the year to monitor and support a student's progress
- triangulating information from observations, conversations, learning tasks and data from assessment tools to give a well-rounded understanding of a student's progress and achievement



- providing timely and clear information to parents, and whānau.

Effective assessment and reporting practices enable informed decision-making by teachers, whānau, and school leaders to ensure every learner is making expected progress to meet appropriate curriculum expectations, including for students with diverse needs. Its ultimate purpose is to empower students to fulfil their unique potential by making learning visible, measurable, and actionable.

Using robust assessment information allows teachers to tailor their teaching to what works best for their students, including identifying areas where additional support is needed.

Teachers are supported to actively assess a students' progress through the Progress Markers, using effective assessment pedagogies, practices and approaches.

As teachers monitor progress and achievement, they should pay particular attention to whether students are on track to meet end-of-year expectations in preparations for their next year of learning.

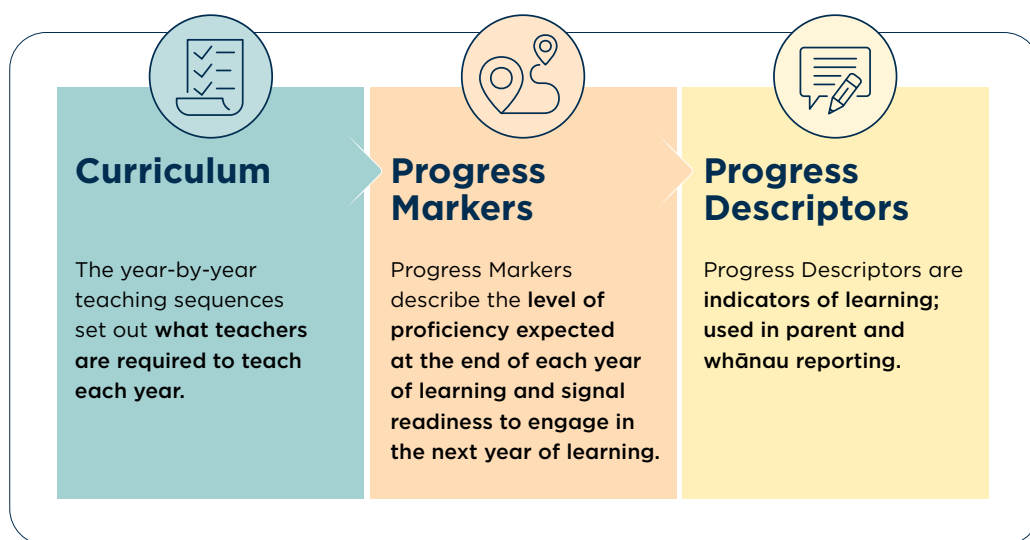
Curriculum, Progress Markers and Progress Descriptors

Teaching, learning, assessment and reporting work together to enhance students' progress and achievement

The progress descriptors for reporting to parents and whānau have been released as part of the Years 0–10 English and Mathematics & Statistics learning areas.

These are the new descriptors for schools

to use when reporting to parents and whānau about a student's progress against the new curriculum, so that teaching, learning and reporting work together to support a student's progress.



Progress Markers

Progress Markers are the connection between curriculum, assessment, and reporting.

Progress Markers describe the proficiency in learning that is expected at the end of each year in Reading, Writing and Maths. Proficiency at the end of each year signals readiness to engage in the next year of learning. Proficiency is the aim for each child, at the end of each year.

Progress Markers describe what students know and are able to do at the end of each year in:

- two of the strands of English: reading and writing
- the six strands of Mathematics & Statistics: number, algebra,

measurement, geometry, statistics, and probability.

For Years 9–10, this will be:

- two strands of English: text studies and language studies
- the six strands of Mathematics & Statistics: number, algebra, measurement, geometry, statistics, and probability.

Progress Markers are used to monitor the progress that students have made in their learning. They provide a clear picture of what students know and are able to do, and whether they have achieved Proficiency by the end of each year.

They are also designed to help teachers:

- select appropriate Progress Descriptors when reporting to parents and whānau
- align reporting with the curriculum expectations.

If Proficiency is not achieved by the end of the year, the next year of learning should deliberately strengthen foundational knowledge using the teaching sequence, provide explicit

and responsive instruction, and ensure sufficient time and support are allocated to key concepts to enable progress.

The Progress Markers can be found annexed to this guidance, along with a rubric example for Year 4 Writing.

A full set of rubrics are being developed for Term 1 2026 to support formative assessment.



Progress Descriptors

The following **Teacher Indicators** and **Descriptions for Parents and Whānau** are guides to support your professional judgement. They are intended to provide consistent language to assess and report progress. The descriptors are intended to be clear, nuanced, and positive. They help identify where a child is achieving, and what is needed to support further progress. The goal for the end of the year is that students reach 'Proficient' or above, showing they are ready for the next year of learning.

Progress Descriptor – this is the language to use in a students' report to describe progress.

Indicators for teachers – these describe what teachers should look for when making an informed decision about progress.

Description for Parents and Whānau – these are examples of language you could use when reporting to parents.

Please note, Progress Descriptors are a common component that all schools are expected to use.

Five Progress Descriptors

For use in 2026 onwards

Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
<p>1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.</p>	<p>Students:</p> <ul style="list-style-type: none"> 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 	<p>Your child:</p> <ul style="list-style-type: none"> Is beginning to understand some learning ideas for their year level with a lot of support. Can sometimes use knowledge they've learned, but usually needs help to do so. Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
<p>2 Developing Students are making some progress towards curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> Understand concepts and strategies for learning with some guidance. Can learn facts and apply knowledge, in familiar contexts with some support. Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level. 	<p>Your child:</p> <ul style="list-style-type: none"> Is starting to understand key ideas, often with some support. Can remember facts and use what they've learned in familiar situations, with a bit of help. With the right support, your child is making progress towards the expectation for their year level.
<p>3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.</p>	<p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Your child:</p> <ul style="list-style-type: none"> Is learning to use helpful techniques on their own to support their learning. Is getting better at remembering and using what they have learned. Is starting to use what they know in new and different situations. Can share their ideas and is beginning to talk about what they would do better.
<p>4 Proficient Students are meeting curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> 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 on and explain their ideas clearly, explain their reasoning and apply this to improve their learning. Often shares their ideas to grow and build knowledge. 	<p>Your child:</p> <ul style="list-style-type: none"> Can use helpful learning techniques on their own and knows how to use them well. Can use what they've learned in different situations without help. Can often use what they know in new situations. Can share their thoughts clearly and explain their reasoning. Often shares their ideas to build knowledge.
<p>5 Exceeding Students are exceeding curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Your child:</p> <ul style="list-style-type: none"> Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. Can link what they've learned in one area or situation to another. Can build on their ideas and show deeper understanding. Can use what they've learned in thoughtful and creative ways to understand more challenging ideas. Tests and challenges ideas to create deeper knowledge.

How to determine whether students are on track for the next year of learning

The diagram below is to help inform teachers, as well as parents and whānau, how students are progressing at mid-year and end-of-year reporting.

A student achieving 'Proficient' at the end of the year signals readiness to engage in the next year of learning.

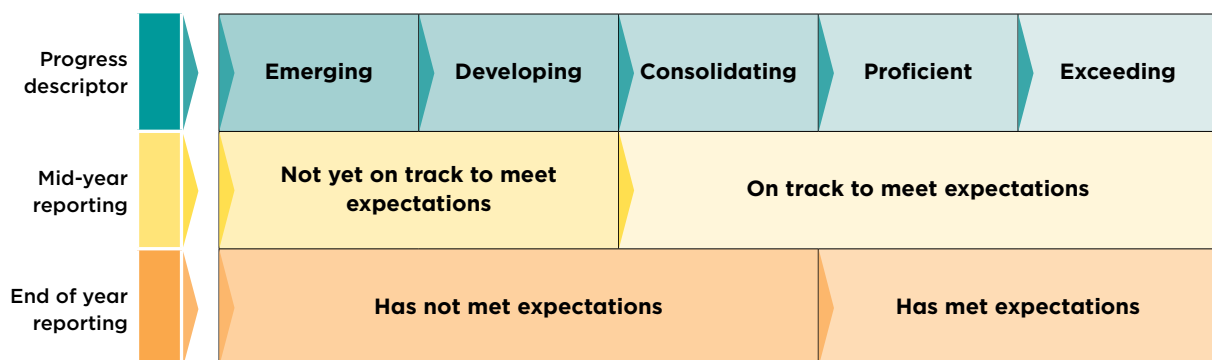
When making an informed decision, teachers need to consider progress across each element of Reading and

Writing, or strand of Maths and select the Progress Descriptor that best describes how the student's progress is tracking towards the end of year expectation.

Teachers should then use these descriptors to make an informed decision about progress across Reading, Writing and Maths, using the Progress Markers for each year level.

Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



If at **mid-year** a teacher considers a student to be:

- **Emerging** or **Developing**, they are still working towards meeting expectations, and their progress is not yet on track to meet expectations for their year level. For these students, teachers will need to adjust their teaching, develop individualised responses, or initiate additional support. When appropriate, teachers should report against the goals outlined in the student IEP.
- **Consolidating, Proficient** or **Exceeding**, their progress is on track. For students identified at Proficient and Exceeding, teachers should provide extended learning opportunities and enrichment activities that reflect the breadth and depth of the curriculum.

If at **end-of-year** a teacher considers student to be:

- **Proficient** or **Exceeding**, their progress and achievement has met curriculum expectations.
- **Emerging, Developing**, or **Consolidating**, they have made progress towards expectations and are still working towards achieving the expected outcomes for their year level; however, they have not met curriculum expectations for their year level.

For students with diverse learning needs, or who have individualised progress goals and assessments outlined in their IEP, the descriptors should still be used. Further information can be found under “Reporting progress for students with diverse learning needs” on Page 20.

Common Components and reporting to parents and whānau requirements

At least twice a year, schools are required to provide a written report to students, and their parents and whānau in plain language on their child's progress and achievement across the curriculum.

This means schools are now expected to report progress in Reading, Writing and Maths against the English and Mathematics & Statistics Learning Areas in the revised New Zealand Curriculum (NZC).

Current regulations

Reporting on progress and achievement of students

21. Duty to report on progress and achievement of students

1. The board of a school, together with the school's principal and teaching staff, must use good quality assessment or aromatawai information to report to each student at the school and their parents on the student's progress and achievement.
2. The reports must-
 - a. be written in plain language; and
 - b. include the student's progress and achievement-
 - i. across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Act; and
 - ii. in literacy and mathematics or te reo matatini and pāngarau; and
 - c. be provided at least twice per year.
3. In this regulation, good quality, in relation to assessment or aromatawai information, means that the information draws on a range of evidence to evaluate the progress and achievement of each student and build a comprehensive picture of that student's learning.

In addition to the current requirements, from 2026 all reports to parents and whānau are expected to include the following five Common Components.

The purpose of the Common Components is to:

- improve national consistency in reporting practices across schools
- enhance the quality of information about each student's progress aligning with the refreshed national curriculum and education priorities

- support parents and whānau engagement by providing clear and coherent insights into progress and achievement.

These components have been developed through engagements with schools, kura, parents, whānau, and a wide range of stakeholders. The Ministry drew on their insights and experiences to shape a reporting framework that is both meaningful and practical for educators.

Common Components

The Common Components are:

1. **Progress Descriptors** for each element of Reading and Writing, each strand of Maths, and overall progress for Reading, Writing and Maths. For Year 9-10 this means Progress Descriptors for the reading element of Text Studies being 'textual and critical analysis', the writing element of Language Studies being 'crafting texts', and for each strand and overall progress in Maths.
2. A visual representation of the **student's progress over time**.
3. **A narrative** about how progress descriptors were selected, and information for parents and whānau about how they can support next learning steps.
4. **Assessment results** from specific assessments such as the Phonics Check or twice yearly assessments for Years 3-8 i.e. SMART, e-asTTle, PAT
5. **An attendance** record.

School reports should continue to be informed by good quality assessment.

These components are not designed to replace current reporting practices, but to support greater consistency and

clarity, while allowing schools to retain approaches that reflect their local context and community relationships.

Existing reporting structures can still be used, as long as the Common Components are included.

Other information includes, for example, school values, holistic information, wellbeing, capabilities, as well as other learning areas across the curriculum.

It is also important that parents and whānau have access to information about assessments results such as the Phonics Check or twice yearly assessments for Years 3-8. You may want to include the results in the main report, attach a result summary page to the main report, or simply let parents and whānau know where they are available.

Many schools will already be familiar with aspects of these reporting practices, reflecting their ongoing commitment to clear communication and strong relationships with parents and whānau. The introduction of Common Components from 2026 builds on this foundation, providing a consistent national approach and shared understanding across learning communities.

It is recommended that a student's first report is after 20 weeks at school, after the first Phonics Check.

For Years 0-2, progress in reading and writing depends heavily on phonemic knowledge and decoding skills. Reporting too early can lead to incomplete or inaccurate pictures of learning.

Rather than aligning with your usual reporting cycle, we recommend that a student's first report to parents and whānau is after 20 weeks at school, after

administering the initial Phonics Check. This check provides teachers, parents, and whānau with clear, actionable guidance for supporting learning at home, and aligns reporting with Progress Markers and curriculum goals.

Report timing can be linked to when the child started, or could be in addition to regular twice-yearly reports.

For a small number of students who are not yet making grapheme–phoneme connections, it may not be appropriate to administer Phonics Checks at the designated timepoints. This may also apply to some deaf or hard of hearing students who communicate primarily through New Zealand Sign Language (NZSL). In such cases, this information should be clearly recorded in the Phonics Checks, and alternative, more

appropriate methods of assessing literacy and communication progress should be used aligned to their support plan (e.g. an Individual Education Plan (IEP), Collaborative Action Plan (CAP), etc.). Further guidance for School Boards and leaders will be made available in 2026.

Visual representation of progress over time

A visual representation of **progress over time** allows parents and whānau to understand the progress and achievement for their child, not only within the year of learning but also across multiple years throughout their schooling pathway.

Providing parents and whānau with this information will support meaningful conversations about learning, with both their child and their teacher, and will also reinforce the partnership between home and school, showing that teachers are monitoring progress to carefully guide next steps.

Below is an example of what this could look like for a mid-year report in Year 4. This example image has been designed to show progress against the curriculum expectations for the student’s current year level, rather than comparing to years below or above, to focus on whether the student is meeting, exceeding, or still progressing toward the expectations for their current year.

Example:

Reading		Rachel Smith, Mid-year report				
		Years 1-4				
	Emerging	Developing	Consolidating	Proficient	Exceeding	
Year 1			mid year → end year			
Year 2		mid year →	end year			
Year 3			mid year →	end year		
Year 4			mid year			

Narratives

Progress Descriptors for an overall assessment should be supported by a teacher's narrative to provide context and meaning to the decisions made about progress.

The narrative should also include how parents and whānau can continue to support next learning steps. For students not meeting expectations, reports should also include what the school is using or doing to support those students.

An example Narrative for a mid-year Year 4 Student

Samuel is currently consolidating his understanding of Mathematics & Statistics, and is on track to meet end-of-year expectations. He confidently works with tenths and numbers up to 10,000, and recalls multiplication and division facts to 10×10 . In recent tasks, Samuel used mental and written strategies for addition and subtraction and explained his reasoning clearly. His result from his SMART Maths assessment, as well as his class measurement activities, showed that he is beginning to connect fractions to decimals and apply this knowledge in measurement contexts.

In his 'Castle model' task, Samuel applied his knowledge of 3D shapes to connect them with 2D diagrams, and shapes drawn from different perspectives.

Samuel's next learning steps:	How you can support Samuel at home:
Apply fraction and decimal knowledge in real-world contexts (e.g., measurement and money).	Involve Samuel in everyday activities that use decimals and fractions, such as cooking and measuring ingredients.
Strengthen multiplication and division facts to support problem-solving.	Use real-life examples like shopping or budgeting to explore place value and operations.

Assessment Results

Schools should include assessment results from specific assessments such as the Phonics Check or twice yearly assessments for Years 3–8 i.e. SMART, e-asTTle, PAT.

You may need to help parents and whānau understand what these mean.

It is also important that parents and whānau have access to results from

specific assessments such as the Phonics Check or twice yearly assessments for Years 3–8. You may want to include the results in the main report, attach a result summary page to the main report, or simply let parents and whānau know where they are available.

Attendance record

From 2026, all schools will include attendance information in reports to parents and whānau. Regular attendance is critical for learning success – every day counts. By working together, schools, and parents and whānau can ensure students are present, engaged, and ready to learn.

The attendance information on the report could be:

- a simple count of days attended (e.g. 92/98 days)

- a percentage of days attended (e.g. 94% days attended); or
- more complex information.

When patterns of absences appear, it gives teachers the opportunity to engage with parents and whānau in solutions, share practical strategies, as well as offer supports to help students to have every opportunity to succeed.

Making an informed decision when selecting a Progress Descriptor



Selecting the right descriptor involves professional judgement, evidence from multiple sources, and a well-rounded understanding of each student's knowledge and capabilities.

No single piece of evidence can provide the full picture of learning progress. By bringing together multiple sources of information, teachers gain a clearer, more reliable understanding of a student's progress and achievement.

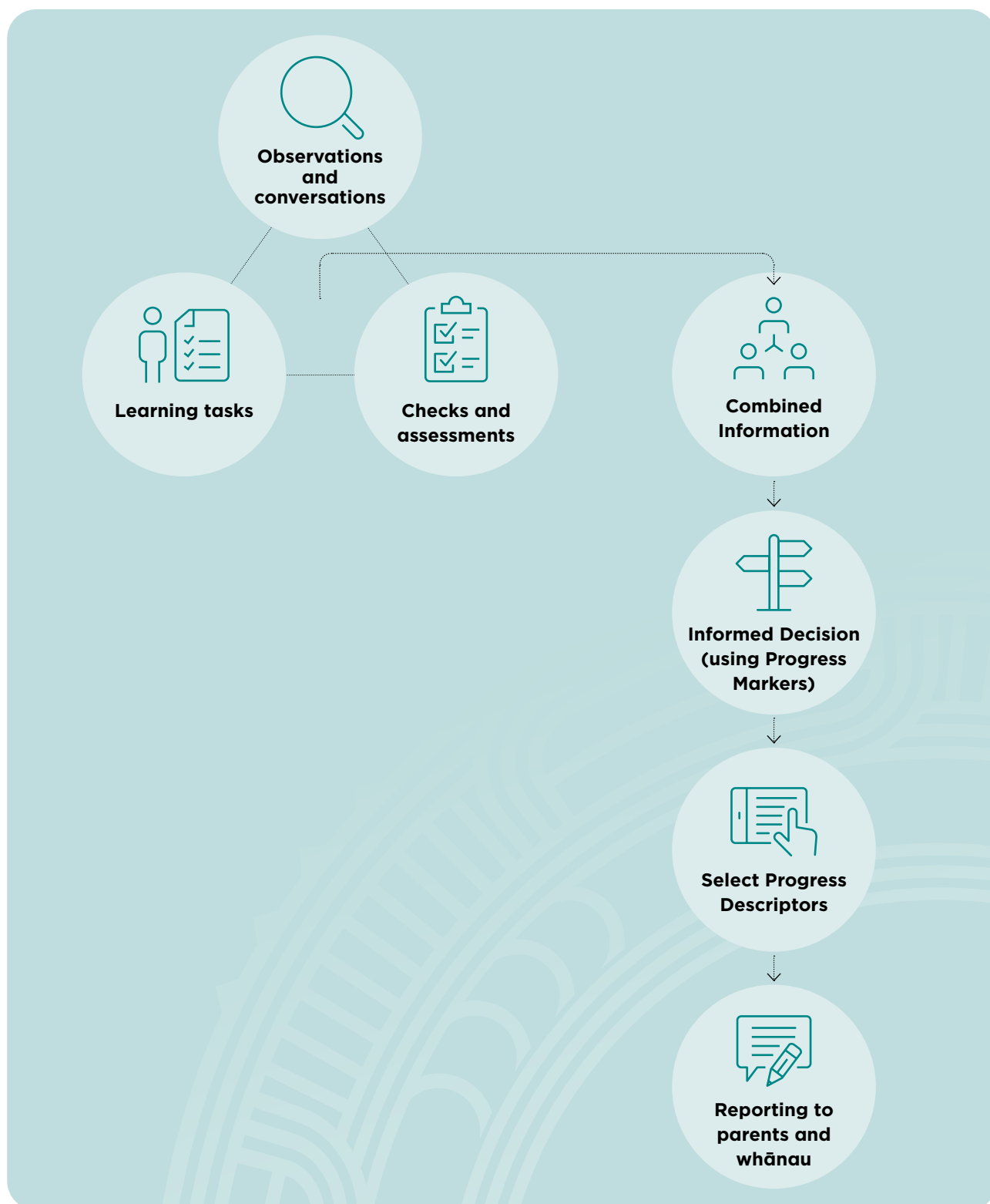
Effective assessment practices involve consistently monitoring, responding to, and reporting on student progress and achievement.

This includes gathering and documenting information throughout the year from observations, conversations with students, periodic tasks and data from assessment tools (Phonics Check, e-asTTle, PATs, SMART) to build a well-rounded understanding of each student's knowledge and capabilities.

Choosing a Progress Descriptor

This diagram illustrates the key steps teachers should follow when preparing and writing reports for parents and whānau. It begins with gathering and triangulating assessment information, moves through interpreting evidence against **Progress Markers**, making

informed professional judgements, **moderating assessment decisions** to ensure validity and consistency, selecting **an appropriate Progress Descriptor**, and finally **preparing and sharing the report** in a way that supports meaningful learning conversations.



Step 1 Gather and document evidence

Gathering and documenting evidence throughout the year is crucial for both informing explicit teaching, and when reporting to parents and whānau.

Why is this important?

1. It creates a rich picture of progress and achievement, rather than relying on a single, point-in-time measure.
2. It ensures decisions are informed by multiple perspectives and contexts.
3. It strengthens the credibility of reporting to parents and whānau.

What does this look like in practice?

Teachers draw on a variety of evidence, such as:	Teachers document these by:
Observations of learning in different contexts.	Recording observations of learning in the classroom, in independent, group, and teacher-led work, outdoor activities, etc.
Conversations with students about their thinking and processes.	Noting conversations with students about what they know, as well as their thinking, strategies, and problem-solving approaches.
Interactions with peers, their family, and community.	Capturing interactions with their peers, family and community that demonstrate collaboration, communication, and social learning.
Classroom tasks and learning examples.	Collecting work samples, photos, or digital portfolios that show knowledge and practices.
Results from checks and assessment tools.	Using results from checks, assessment tools to provide additional data points that complement evidence.

Documenting evidence to support student progress

The evidence should support a narrative about how the overall Progress Descriptor was selected, showing what the learner knows, can do, and how they are progressing over time.

This will support you to:

- create transparency. It shows how informed decisions were made and provides a clear rationale for selecting a Progress Descriptor
- support judgement consistency. When evidence is recorded, it helps ensure decisions are fair, reliable, and can be moderated across teachers
- build trust with parents and whānau. Clear documentation allows teachers to share specific examples of learning, making reports meaningful and credible
- track student progress over time. Evidence provides a cumulative record that reflects growth, not just a single point-in-time snapshot.

Step 2 Analyse data

Using evidence from throughout the year from different sources for Reading, Writing, or Maths, triangulate the data.

What is triangulation of data?

Triangulation is the process of synthesising information from a range of sources to increase the accuracy, validity, and reliability of informed decisions. This approach supports teachers to make confident, evidence-based decisions when selecting a Progress Descriptor for reporting to parents and whānau.

To ensure these informed decisions are fair and robust, teachers should use strategies that guard against confirmation bias (such as deliberately seeking disconfirming evidence), by comparing multiple types of data (such as observations, student work samples, assessments), and engaging in collaborative moderation. This helps ensure that reporting reflects a balanced and accurate picture of learner progress.

Step 3 Make an informed decision

Once you have considered the context of the student and gathered evidence to support a narrative about their progress and achievement, you can choose the Progress Descriptors that best describes the student's progress towards the end-of-year expectations.

When choosing a Progress Descriptor, you will need to consider how the student's progress and achievement is tracking towards the end-of-year expectation using the Progress Markers, and then select a descriptor for each of the **elements within Reading and Writing, and strands within Maths taught so far**.

For reports to parents and whānau during the school year, you will only need to select a Progress Descriptor for content that has already been taught.

Using this information, you will then choose an overall Progress Descriptor that best describes how the student's progress is tracking towards the end-of-year expectations for each of Reading, Writing and Maths.

You can use the support materials

provided, including rubrics (to be published in early 2026), Progress Markers and Progress Descriptors, to help with this process.

You should also engage in moderation with other teachers at this step to either confirm or adjust your understandings. If possible, moderate horizontally and vertically across cohorts in your school.

Please note: Though checks and twice-yearly assessment tools (such as the Phonics Check or SMART) also assign a Progress Descriptor, these will only be a point-in-time snapshot for **parts** of Reading, Writing and Maths. These results should not be the sole source of evidence when writing a report to parents and whānau, and may differ from the Progress Descriptor that you use in reports to parents and whānau.

All assessment decisions must be moderated to ensure valid and reliable assessment information, and that judgements of student progress and achievement are consistent. It is recommended to moderate horizontally and vertically across cohorts in your school.

Step 4 Prepare the report to parents and whānau

1. Include the Progress Descriptor for **each element within Reading and Writing or strand within Maths** that best reflects how the student's progress is tracking toward end-of-year expectations. For Years 9-10 include Progress Descriptors for the reading element of Text Studies, 'textual and critical analysis', or the writing element of Language Studies, 'crafting text', or the strands within Maths. In mid-year reports, you will only need to include a Progress Descriptor for content that has been taught so far.
2. Select an overall Progress Descriptor for each of Reading, Writing (or for Years 9-10 Text Studies (Reading) and Language Studies (Writing)) and Maths, representing how the student is tracking towards the end-of-year expectation at the time of writing a report to parents and whānau.

Things to consider when selecting an overall descriptor:

- If the majority of element/strand Progress Descriptors are the same, then the same Descriptor should be used as the overall Progress Descriptor.
- Where there is a discrepancy between element/strand Progress Descriptors, teachers should use their best judgement to assign an overall descriptor.
- For Years 9-10, the overall Progress Descriptor for Text Studies will be the same as that assigned to the reading element 'textual and critical analysis', and the overall Progress Descriptor for Language Studies will be the same as that assigned to the writing element 'crafting texts'.

PLD for assessment and aromatawai in 2026 will support teachers in how to make informed decisions, including best moderation practice.

3. Prepare a **narrative**
 - The narrative should include evidence of learning, teacher observations, and provide context to support your decision.
 - It should have accessible language, be strength-based and can include proactive actions the teacher will take to further their student's progress.
4. Include any assessment results, which may need further explanation for parents and whānau.

This narrative should also include how parents and whānau can continue to support next learning steps. See example on Page 14.

Reporting progress for students with diverse learning needs

Just as teachers must recognise diverse modes of communication and be responsive to the specific needs of individual students, reporting should both reflect progress toward gaining curriculum knowledge and provide appropriate accommodations for their unique context. This means using strength-based language, acknowledging personalised goals, cultural identity, and any supports in place, while still showing how the student is working toward proficiency.

What does this look like in practice?

Reporting progress to reflect the student in context should be a part of the narrative and take the following approach:

1. Acknowledge and integrate the cultural identity of the student through adjusting language in reports to parents and whānau.
2. Acknowledge the student's background and experiences that they bring to their learning. This is also achieved when schools and teachers welcome parent and whānau input into reporting processes and include aspirations they have for their child to ensure reporting reflects shared goals.
3. Contextualise progress toward proficiency alongside the students' personal goals and cultural context.
4. Use affirmative, strengths-based language and avoid deficit-framing to focus on what the student can do and the progress they are making, rather than highlighting gaps.
5. Report on areas of strength and improvement.
6. The recommended assessment tools may not be appropriate for students with complex learning needs. If this is the case, teachers may choose to include other assessment results.

Language support needs of parents and whānau

The Ministry will be providing further guidance in 2026 to support multilingual parents and whānau to understand their child's reports, as well as supports for teachers to explain in an accessible way that meets the needs of parents and whānau.

Further information can be found on the [Parent Portal](#).

Using English Language Learning Progressions (ELLP) in Reporting

Students learning English as an additional language may demonstrate curriculum proficiency while developing their English language competence.

Using supports including first language to access or demonstrate their learning should not automatically place them at an 'Emerging' or 'Developing' stage.

English language learners (ELLs) may have well-developed cognitive abilities and prior educational experiences that are not immediately evident through their English proficiency. For example, a student entering Year 9 with limited English may have already studied the relevant Mathematics & Statistics curriculum content in their previous schooling but could struggle to express their knowledge due to language barriers.

The English language learning needs of ELLs should be met alongside curriculum learning needs as part of teachers' regular teaching practice. Reference to the student's progress in learning English should be reported alongside their curriculum progress.

The ELLP provides a clear framework for understanding language development across listening, speaking, reading, and writing. The ELLP Stage for each corresponding language mode can be referenced in the narrative section of the report to parents and whānau.

Further commentary should include the English language progress that has been made, the relationship between the student's ELLP stage and their ability to access the language of the curriculum, and language learning specific strategies the student uses to support their learning.

What does this look like in practice?

Year 0–8 examples

Where ESOL specialist teachers provide significant support to ELLS, it is recommended they provide additional commentary within the student's report, detailing their language proficiency.

To assist with reporting progress for ELLs refer the following examples.

Tia is at the Foundation stage of the English Language Learning Progressions (ELLP) for reading, writing and oral language. She can understand and respond to simple instructions and writes short sentences using copied texts and well-rehearsed language. She is beginning to use everyday vocabulary more confidently in classroom discussions. Tia needs significant support to access the curriculum and express her understanding. Continued support learning vocabulary and structured opportunities to speak and write in English at school will help her strengthen her English language skills.

Mei is working in Stage One of the English Language Learning Progressions (ELLP) for reading, writing and oral language. She writes simple texts with a limited range of vocabulary. She effectively uses her first language as a tool to support her understanding of new concepts, particularly in reading and writing tasks. The use of her home language helps her access the curriculum and make meaningful connections between prior knowledge and new learning.

Noor is working at Stage Two of the English Language Learning Progressions in listening, speaking and reading. She understands content when it is described in familiar language and uses bilingual resources and peer collaboration to clarify new vocabulary and concepts. Noor is working in Stage One of ELLP writing. She writes a variety of simple cohesive texts, demonstrating a developing use of simple language and structures.

Year 9–10 examples

Where ESOL specialist teachers provide significant support to ELLs, it is recommended they provide the primary commentary detailing the student’s language proficiency.

The following examples are for ESOL specialist teachers.

Reading

Yuria is currently working within Stage Two of the English Language Learning Progressions (ELLP) for reading and oral language. She is developing confidence in engaging with a range of familiar text types to identify the main idea or purpose of the text by drawing on her first language to support comprehension and clarify new concepts. She is beginning to distinguish between different text types and structures and is gaining awareness of how language features work. Yuria is also expanding her understanding of both high- and low-frequency words, along with some academic vocabulary. A suggested next step is to establish a regular reading routine at home, selecting fiction or nonfiction texts that interest her to further develop his vocabulary and comprehension.

Writing

Ziyu is currently working within Stage One of the English Language Learning Progressions (ELLP) for writing. With the support of writing frames, he can produce short texts on everyday topics and is able to plan and organise his ideas effectively. Ziyu has shown growing confidence in writing descriptions and personal responses, and is beginning to use supporting detail to enhance his writing. This term there has been a focus on using the simple past and present tenses, as well as conjunctions to link ideas within sentences. Ziyu’s spelling is improving, and he benefits from using bilingual resources such as word lists and translated instructions. A useful next step would be to develop his proofreading skills to further strengthen the accuracy of his writing.

Where there is no ESOL specialist support, the ELLP Stage reference and commentary should be provided by the teacher reporting on the student’s literacy progress. It is recommended that all subject area teachers also reference the student’s language proficiency in their reports. Further guidance for teachers about using English Language Learning Progressions (ELLP) in reporting will be available in 2026.

Students with Complex Learning Needs

If students have complex learning needs and require tailored support for their learning, this does not mean that they are not proficient in the curriculum.

These students should not be automatically assessed as 'Emerging', or 'Developing'. For students with additional learning needs, who have individualised progress goals and assessments outlined in their Individual Support Plans, schools can decide if Progress Descriptors reflect progress against the curriculum, or goals in the individual plan, in consultation with the parents and whānau of the student.

It should be noted in the report whether the progress descriptors refer to curriculum expectations, or an individual plan.

Teachers should highlight strengths, celebrate growth, and explain how supports enable equitable access to learning, rather than viewing them as a barrier to proficiency.

We are working to provide more detailed guidance in 2026 on reporting progress of students in relation to the Expanded Curriculum, that sets out learning and progress for students with complex learning needs, aligned to the new English and Mathematics & Statistics learning areas.

Glossary

Curriculum expectations: Te Mātaiaho and full teaching sequence of NZC, including the Learning Areas, as well as the capabilities for students.

Expanded New Zealand Curriculum (NZC): Outlines specific learning in English and Mathematics & Statistics and includes comprehensive guidance to make sure the needs of learners are recognised, and their progress and achievement is supported.

High-level comments: This section of the report provides teachers with an opportunity to share clear, accessible comments. This could include highlighting achievement and areas for improvement, celebrating the student's strengths and unique context, describe their progress, behaviour, motivations, areas of growth, patterns of achievement and capabilities, reflect on their relationship with learning, talents, inspirations, well-being and relationships, and include personalised goals, IEPs or supports that have contributed to success, while connecting to whānau aspirations.

Informed Decision: This is the Progress Descriptor selected by the teacher to be included in the report to parents and whānau for the elements within Reading and Writing, and strands within Maths, for Years 0-10.

Literacy: For the purposes of this reporting guidance, Year 0-8, Literacy currently draws on the Reading and Writing strands of the English learning area of the NZC only. For Years 9-10 Literacy draws on the element "textual and critical analysis" for Reading and the element "crafting texts" for Writing.

Literacy and Mathematics: Phrasing in the current Regulation that broadly relates to the curriculum expectations, which in Te Mātaiaho has been defined as 'Literacy and Maths' within Mātainuku.

Moderation: The process of sharing, working through, and agreeing on understandings of student progress and achievement. Moderation improves the quality of evidence that is used to inform teaching and learning. It is the process of comparing assessment judgements to ensure they are valid, reliable, consistent, and aligned with curriculum expectations.

Narrative: A summary that combines evidence of learning, teacher observations, and provide context to support your overall assessment. This need should include information for parents and whānau about how they can support next learning steps.

On track: In the context of reporting to parents and whānau, 'On track' means progressing toward curriculum expectations at a pace that supports long-term success.

Overall assessment: The overall progress descriptor for Reading, Writing and Maths included in the report to parents and whānau as selected by the teacher using their Informed Decisions.

Proficient: When students reach 'proficient' (or above), they have the knowledge and practices at the expected level for their year and signals readiness for the next year of learning.

Glossary

Progress Descriptors: Single words that are used in parent and whānau reporting.

There are five descriptors to help parents and whānau understand their child's progress and achievement.

Progress Markers: Phrases that describe proficiency expected at the end of year of learning, and are used to help teachers to select a progress descriptor for Years 0-10 in Reading, Writing, Maths and Statistics.

Reading and Writing: For the purposes of this reporting guidance, Reading and Writing currently draw on these associated strands within the English Learning Area of the NZC. Where the terms Reading and Writing are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC), and Braille.

Teacher Indicators: Guides to support teachers' professional judgement in applying Progress Descriptors to assess and communicate student learning. These are measurable statements/descriptions of knowledge and practice that teachers should look for when making an informed decision about student progress.

Progress Markers

Progress Markers for reading, writing, and maths



Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

	Reading	Writing	Maths
At the end of their first 6 months	<p>By the end of their first six months at school, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> name letters of the alphabet match single-letter graphemes to corresponding short vowel or consonant phonemes read consonant-vowel-consonant (CVC) words with short vowels and decode the most common high-frequency words read and comprehend simple sentences retell key events from texts that are read to them, with the support of visuals or props identify features of poems and stories in response to questions make connections to texts by sharing their feelings and thoughts. 	<p>By the end of their first six months at school, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> form lowercase letters correctly and legibly, with each letter sitting on the line identify the dominant phonemes in words and use their phoneme-to-grapheme knowledge to record them in the correct order correctly spell five or more words from their oral vocabulary, including their own name orally retell an event, share learnt information, and state an opinion or preference say a sentence, write it down, and end it with a full stop begin at the margin and leave spaces between words re-read and check their sentence, adding missing capital letters and full stops. 	<p>By the end of their first six months at school, students who are proficient in maths, can:</p> <ul style="list-style-type: none"> apply number sense and spatial reasoning subitise small quantities and use materials to represent addition and subtraction copy and continue repeating sequences explaining their thinking compare the length of two objects directly match familiar shapes regardless of size or colour, and sort them based on a single attribute explaining their reasoning and justifying their classifications.
At the end of their first year	<p>By the end of their first year at school, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> identify the most common phoneme for all consonant digraphs and some long vowel graphemes read one syllable words that include adjacent consonants, consonant digraphs, and some long vowel graphemes decode two-syllable words with a closed syllable pattern read Year 1 texts – which include simple and compound sentences – with understanding of explicitly stated content respond to questions during a teacher read-aloud, retell key details in response to prompting questions, and identify features of texts make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of topics and personal experiences. 	<p>By the end of their first year at school, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> form letters correctly and legibly, with consistent size, appropriate spacing, and placement on the line segment the words they want to write into phonemes and apply their knowledge of grapheme-phoneme correspondences to produce readable spellings write in complete sentences using capital letters and full stops accurately write sentences to retell an event, share learnt information, and express an opinion or state a preference orally plan each of their sentences re-read and check sentences as they write. 	<p>By the end of their first year at school, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 copy, continue, create and describe a repeating pattern with three elements use comparative language for lengths and heights demonstrate spatial reasoning investigate and continue repeating spatial patterns identify and sort familiar 2D shapes according to a single attribute.
At the end of their second year	<p>By the end of their second year at school, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read one and two syllable words with long-vowel graphemes, diphthongs, and r-controlled vowels and common prefixes and suffixes read year 2 texts – which include complex sentences – with accuracy understanding of explicit content, expression, and appropriate reading rate make inferences about implied content make simple sentences about what the text helps them to understand make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of other texts. 	<p>By the end of their second year at school, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> form letters correctly and legibly, with appropriate size, placement, and spacing spell words accurately, including those with adjacent consonants, consonant blends, and some long vowel patterns write in complete sentences, using capital letters and full stops accurately plan and write a short series of sentences—both simple and compound – to tell a story, share information on a topic, or express an opinion orally recognise ideas and plan sentences before writing re-read and check each sentence and make corrections. 	<p>By the end of their second year at school, students who are proficient in mathematics can:</p> <ul style="list-style-type: none"> 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 within 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 use observation to make generalisations about repeating patterns and predict further elements in a pattern compare, order, and measure length, mass, time, and capacity classify shapes, and use spatial reasoning to transform them.

Progress Markers

Progress Markers for reading, writing, and maths

	Reading	Writing	Maths
At the end of their third year	<p>By the end of their third year at school, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read multi-syllable words with a wide range of grapheme-phoneme correspondences, prefixes, and suffixes read year 3 texts – which are organised in paragraphs – with accuracy and understanding, expression, and appropriate reading rate make inferences based on ideas in the text and their prior knowledge use information from different parts of a text to make a statement about the text's key meanings or messages make connections with texts that are read to them by drawing on their knowledge of the world discuss different ways a text could be viewed or understood. 	<p>By the end of their third year at school, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> produce legible handwriting with automaticity spell most single-syllable words with long vowel patterns, and some words with simple suffixes or contractions write using a range of sentence structures, including complex sentences, to express their ideas write stories that describe lived or imaginary events write single-paragraph texts that develop an idea or opinion about a topic use simple organisers and notes to plan writing reread and make corrections to grammar and sentence structure to clarify meaning. 	<p>By the end of their third year at school, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 check the truth of number sentences involving direct comparisons of whole numbers up to 1000 identify, describe, visualise, and sort regular polygons identify and describe symmetry in patterns and everyday objects collect information, represent it using dot plots and bar graphs, and draw conclusions about their findings.
Year 4	<p>By the end of Year 4, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read year 4 texts – which include some abstract and implicit content – with accuracy and expression that reflects their understanding make inferences based on information in the text identify common structure, language and visual features of poems, narratives, information texts, and persuasive texts, and identify how these features are used to communicate ideas summarise key ideas in sequence and draw a supported conclusion about the text make connections within and between texts and with their own knowledge, experiences, and cultural understandings identify how people or places are presented in a text and explain how that influences the audience's point of view. 	<p>By the end of Year 4, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> write multi-paragraph texts with legible and fluent handwriting spell multi-syllable words with long vowels and common affixes use a range of sentence structures with correct beginning and end punctuation plan and write with a clear audience in mind, selecting appropriate text types and vocabulary suited to the purpose of their writing write non-fiction paragraphs that include a topic sentence, supporting detail sentences, and a concluding sentence write narratives that introduce characters and a setting followed by a clear sequence of events use organisers and notes to plan writing reread and revise writing to improve clarity. 	<p>By the end of Year 4, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> use place value knowledge of numbers up to 10,000 and tenths, recognising relationships across these place values recall multiplication and division facts to 10×10 multiplication, and division explain their thinking when working with unit fractions and fractions with the same denominator and connect these to decimal fractions (tenths) 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 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 identify, describe and classify 2D shapes using the attributes and visualise 3D identify symmetry in 2D shapes collect data, represent it in more than one way, interpret it, and ask questions of data.
Year 5	<p>By the end of Year 5, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read year 5 texts – which include abstract ideas and implicit content – with accuracy and expression that reflects their understanding make inferences by drawing on related pieces of evidence in the text explain how authors use structure, literal and figurative language, and visual features to suit their purpose and audience summarise and draw a simple, supported conclusion about a text compare how people, places, or ideas are represented in different texts and explain how these representations influence the audience describe connections within and between texts and with their own knowledge, experiences, and cultural understandings. 	<p>By the end of Year 5, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> write longer texts with legible handwriting spell most words they use, including homophones and contractions apply spelling rules when adding suffixes use a range of sentence structures with correct beginning and end punctuation plan and write with a clear audience and purpose in mind, choosing the most appropriate text type for their writing produce multi-paragraph texts across a range of genres write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph. write narratives that include an orientation, describe a sequence of events, and have a resolution use organisers suitable to the text type and notes to organise and plan writing reread and revise continuously while writing. 	<p>By the end of Year 5, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> represent and work with numbers up to 10,000,000 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 continue and create growing patterns, explaining and justifying their reasoning measure accurately using standard units and tools calculate perimeter and area of rectangles 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 collect meaningful data, represent it clearly, and interpret it to draw conclusions 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.

Progress Markers

Progress Markers for reading, writing, and maths

	Reading	Writing	Maths
Year 6	<p>By the end of Year 6, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read year 6 texts – which include abstract ideas and implicit content – with accuracy and expression that reflects their understanding justify their inferences using evidence from the text and compare their interpretations with those of others compare how effectively different texts use structure, language, and visual features to suit their purpose and audience summarise and draw a reasoned conclusion about the whole text that connects the messages and meanings to broader ideas, concepts, or the author's purpose compare how people, places, or ideas are represented in different texts and explain how these representations influence the audience identify bias in a text by recognising when an author presents only one side of the issue or omits key information to influence the audience explain connections within and between texts and with their own knowledge, experiences, and cultural understandings. 	<p>By the end of Year 6, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> write legibly and with automaticity spell words, including those with less-common vowel and consonant graphemes, affixes, and apostrophes use a range of sentence structures with consistent beginning and end punctuation plan and write for an intended audience, making deliberate choices about text type, style, and language to suit the purpose write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph, using headings and subheadings where appropriate. write narratives that, include an orientation, paragraphs describing a sequence of events that build tension, and a resolution that brings the story to a close select and use organisers suitable to the text type make notes from a variety of sources and organise them into categories re-read and revise writing continuously. 	<p>By the end of Year 6, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 generalise growing patterns by finding the rule and use this to make conjectures about further elements calculate volume, perimeter, and area and explain and justify their thinking about the relationships between measurements use geometric reasoning to classify and measure angles, describe lines, and work with time in meaningful contexts interpret data and chance-based situations using tables and graphs, representing information clearly and justifying their conclusions 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.
Year 7	<p>By the end of Year 7, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read texts that reflect the text specification expectations for Years 7–8 adjust their reading expression and intonation according to the purpose of reading and the nature of the text make justified inferences within a text and at a whole text level draw reasoned conclusions about the author's purpose, message, or viewpoint, across different text forms, selecting evidence that supports their interpretation identify how positions and perspectives are represented and how texts are influenced by the time and place they were created. 	<p>By the end of Year 7, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> spell words, including topic-specific vocabulary and words with ambiguous patterns craft sentences to communicate ideas and illustrate relationships use varied and complex punctuation to communicate meaning and ideas using structures that best suit the purpose and audience when writing to entertain, structure paragraphs to create a clear sequence of events and provide a resolution or sense of closure that follows logically from the rest of the text when writing to inform, clearly introduce the topic, organise ideas and information logically into paragraphs, and incorporate headings and visual features such as illustrations, charts, and tables when writing to persuade, introduce a preferred position, support it with clear reasons and relevant evidence, and conclude by restating their position revise and edit texts, paying attention to the style and clarity of the writing and how it suits the intended audience and purpose plan and craft multi-paragraph texts. 	<p>By the end of Year 7, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 manipulate, solve, and graph linear equations calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms 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 collect and visualise data and interpret measures of central ten apply probability concepts to chance-based situations, explaining outcomes and justifying conclusions.
Year 8	<p>By the end of Year 8, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> read texts that reflect the text specification expectations for Years 7–8 adjust their reading expression and intonation according to the purpose of reading and the nature of the text make inferences across a range of texts, using evidence that may include subtle details or layered information summarise and draw conclusions by synthesising evidence across a range of text forms to support coherent interpretation of the author's purpose, messages, or viewpoint compare how topics, people, places, or ideas are represented in texts and consider how these representations reflect or challenge particular positions or perspectives. 	<p>By the end of Year 8, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> express and record their ideas using both handwriting and keyboarding, demonstrating accurate spelling and correct use of a range of punctuation text types to suit the purpose when writing to entertain, sequence events, thoughts, or experiences clearly, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows logically from the rest of the text when writing to inform, clearly introduce the topic, provide a preview of what will be covered, and organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases and write concluding paragraphs highlighting the most important points when writing to persuade, introduce a preferred position, acknowledge alternative or opposing views, support their position with logical reasoning and relevant evidence, and conclude by restating their position revise and edit texts, paying attention to the style, flow, and clarity of the writing. 	<p>By the end of Year 8, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 manipulate, solve, and graph linear equations calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms 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 collect and visualise data, apply probability concepts, and interpret measures of central tendency and spread, using these conclusions to support decision-making.

Progress Markers

Progress Markers for text studies, language studies, and maths

	Text Studies	Language Studies	Maths
Year 9	<p>By the end of Year 9, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> identify and explain how authors use features across a range of text forms to shape meaning and guide audience expectations interpret texts that reflect the text specifications for Years 9–10 in relation to their literary, historical, cultural, and social contexts, identifying the inclusion or exclusion of particular viewpoints and using evidence to support conclusions about authorial purpose and perspective identify misinformation, disinformation, and malinformation through the examination of language, source and context make connections between texts, personal experiences, and the wider world to support their interpretations. 	<p>By the end of Year 9, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> craft texts for a range of purposes and audiences, applying appropriate language, structural, and stylistic features use accurate grammar, punctuation, and vocabulary to communicate meaning, adjusting tone and formality to suit context when writing to entertain, inform, persuade, or discuss ideas, plan and develop a sequence of ideas at conceptual, paragraph, and whole-text levels use appropriate language, structural, and stylistic features for their selected audience and purpose, and support their ideas with well-chosen details. 	<p>By the end of Year 9, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 work with algebraic conventions and apply algebraic thinking to expand and simplify expressions, solve equations, graph linear relationships, and work with inequalities connect measurement concepts to solve problems involving shapes including circles and Pythagoras' theorem, using small and large metric units appropriately and justifying their solutions 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 explain their reasoning and justify decisions using measures of central tendency and spread collect and visualise data, interpret probabilities, and evaluate bias.
Year 10	<p>By the end of Year 10, students who are proficient in reading, can:</p> <ul style="list-style-type: none"> analyse how texts reflect, reinforce, or challenge dominant values and viewpoints of their time examine how authors position their texts within literary traditions interpret texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence and evaluate how authorial choices shape meaning assess the credibility and intent of media and digital texts by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context compare how features are used across different forms to influence audience response. 	<p>By the end of Year 10, students who are proficient in writing, can:</p> <ul style="list-style-type: none"> plan and craft texts, selecting and adapting language, structural, and stylistic features that suit a range of audiences and purposes and reflect the demands of different forms use grammar, punctuation, and vocabulary with precision to support clarity, coherence, and style when writing literary essays, develop a thesis that presents a clear case, structure body paragraphs to build an argument, and use relevant evidence and contextual knowledge to support their interpretation of authorial choices, and conclude by rephrasing the thesis and reinforcing key insights. 	<p>By the end of Year 10, students who are proficient in mathematics, can:</p> <ul style="list-style-type: none"> 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 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 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 use the properties of similarity in 2D shapes in calculations transform 2D shapes by resizing, using any scale factor collect, present, analyse, and evaluate data, using appropriate visual representations and calculations interpret analysis and communicate findings interpret probabilities (both experimental and theoretical) and evaluate bias, representing information meaningfully and justifying decisions.

Common Components examples

Existing report structures can still be used as long as the Common Components are included. The report can include other information, for example, school values, holistic information, wellbeing, competencies.

Common Components are not designed to replace current reporting practices, but to support greater consistency and clarity, while allowing schools to maintain approaches that reflect their local context and community relationships.

Reading

Progress Descriptor: Consolidating

Narrative:

Rachel is on track to meet end-of-year expectations. She is showing strong skills in reading both familiar words and new words she hasn't seen before. She is becoming a fluent reader and is developing her ability to use clues in the text to make sure what she reads makes sense, as well as connecting ideas across different texts to deepen her understanding.

Rachel's next learning steps:

- Find the main message or idea in a text and explain how the key details support it
- Make predictions and connections within the text using both clearly stated and hinted-at information
- Connect what she reads to her own knowledge and experiences

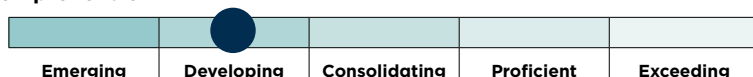
How you can support Rachel at home:

- Read recipes, instructions, maps, diagrams, signs and text messages. It will help your child to understand that words can be organised in different ways on a page, depending on what it's for
- Take Rachel to the library and help her choose a variety of books she wants to read and help her look for books about topics she is learning about at school
- Encourage Rachel to read books aloud to family members (siblings, aunties, grandma and cousins)

Word recognition



Comprehension



Critical analysis



Assessment results:

SMART

Consolidating
(Score 64%)

This assessment result contributes to the overall descriptor of progress and achievement for this child | mokopuna.

Attendance:

96% of days attended

Reading	Rachel Smith, Mid-year report				
	Years 1-4				
	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year → end year		
Year 2		mid year →	end year		
Year 3			mid year →	end year	
Year 4			mid year		

Common Components examples

Maths

Progress Descriptor: Consolidating

Narrative:

Rachel is on track to meet end of year expectations. She is confident using her knowledge of number facts to carry out mental and written methods for addition, subtraction, and is working on this for multiplication, and division. Rachel is learning to measure length, mass and capacity accurately using standard units and tools and is developing her knowledge of other measurements such as perimeter and area.

Rachel's next learning steps:

- Identify how a number pattern is continued through adding or subtracting the same number to each consecutive term and describe this in words
- Find missing values in a number sentence using addition and subtraction e.g. $4200 - \underline{\quad} = 4001$
- Practice measuring the perimeter of polygons and the area of rectangles

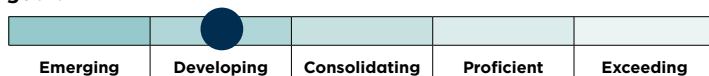
How you can support Rachel at home:

- Make growing patterns with objects, drawings, or numbers (for example, "5, 7, 9..." or "3, 6, 12...")
- Notice and discuss patterns in the numbers in her times tables
- Weigh ingredients while cooking using grams and kilograms
- Use a ruler or tape measure to measure items in metres and centimetres around the house

Number



Algebra



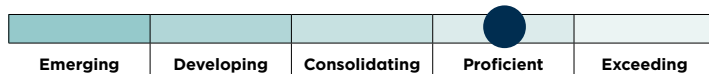
Measurement



Geometry



Statistics



Probability - not taught at year 4



Assessment results:

SMART

Consolidating
(Score 64%)

This assessment result contributes to the overall descriptor of progress and achievement for this child | mokopuna.

Maths	Rachel Smith, Mid-year report				
	Years 1-4				
	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year → end year		
Year 2		mid year → end year			
Year 3			mid year → end year		
Year 4			mid year		

Attendance:

96% of days attended

Rubric example

Year 4 Writing Reporting Rubric

Te Kāwanatanga
o Aotearoa
New Zealand Government

Te Tōhuhu o
te Mātauranga
Ministry of Education

Elements

By the end of Year 4, students who are proficient in writing can independently:

Transcription

- write multi-paragraph texts with legible and fluent handwriting
- spell multi-syllable words with long vowels and common affixes

Composition

- use a range of sentence structures with correct beginning and end punctuation
- plan and write with a clear audience in mind, selecting appropriate text types and vocabulary suited to the purpose of their writing
- write non-fiction paragraphs that include a topic sentence, supporting detail sentences, and a concluding sentence
- write narratives that introduce characters and a setting followed by a clear sequence of events

Writing Processes

- use organisers and notes to plan writing
- reread and revise writing to improve clarity

	Emerging	Developing	Consolidating	Proficient	Exceeding
	<p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> • 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 their year level. 	<p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> • 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 English learning area.

Assessment tool comparisons

Comparison of Assessment Tools

Criteria	SMART	PATS	e-asTTie
Usability	<ul style="list-style-type: none"> Reading, writing, maths, pānui, tuhituhi, pāngarau (Years 3–10), available in te reo Māori Online or paper based, adaptive testing function from 2027 Tests are static for 2026 Curriculum aligned Individual or group sessions Automated marking 	<ul style="list-style-type: none"> Reading, vocabulary, listening, maths, writing, grammar and punctuation (Years 3–10). * Year 3 only available for maths and listening Online or paper based Ongoing curriculum alignment Whole class/group sessions Machine marking for maths and reading; automated marking for writing 	<ul style="list-style-type: none"> Reading, maths (English and Te Reo Māori) (Years 4–10); writing (English and Te Reo Māori) (Years 1–10) Reading, vocabulary and maths are adaptive, other tests are static Online for reading and maths only; manual data entry for writing Mapping tables to align with curriculum Individual or group sessions Machine marking for maths and reading; manual marking for writing
Cost	<ul style="list-style-type: none"> Free (MoE-funded) 	<ul style="list-style-type: none"> Approx. \$2.50–\$3.50 per student per test (online); extra for paper Annual School Subscription fee 	<ul style="list-style-type: none"> Free (MoE-funded)
Reliability	<ul style="list-style-type: none"> Modern platform SMS integrated 	<ul style="list-style-type: none"> Widely used platform SMS integrated 	<ul style="list-style-type: none"> Older technology Partial SMS integration
Reporting	<ul style="list-style-type: none"> Tracks progress over time Aligned with new progress descriptors for reporting to parents and whānau 	<ul style="list-style-type: none"> Tracks progress with norm-referenced data Not aligned with new progress descriptors for reporting to parents and whānau 	<ul style="list-style-type: none"> Tracks progress over time Not aligned with new progress descriptors for reporting to parents and whānau
Assessment Time	<ul style="list-style-type: none"> In 2026 – two assessment windows as specified by MoE Typically class-based sessions but supports individual sessions; allows individual or group scheduling 	<ul style="list-style-type: none"> Flexible scheduling throughout the year Typically class-based sessions but supports individual sessions; allows individual or group scheduling 	<ul style="list-style-type: none"> Any time during 2026 Discontinued from 2027 Flexible; individual or group sessions
Implementation Considerations	<ul style="list-style-type: none"> New system, training and PLD available No historical data for comparison with previous years 	<ul style="list-style-type: none"> Cost for schools Not available in te reo Māori 	<ul style="list-style-type: none"> Will be discontinued from 2027 Not aligned with refreshed curriculum



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