

Using the Rubrics



Te Tāhuru o
te Mātauranga
Ministry of Education

Te Kāwanatanga
o Aotearoa
New Zealand Government

About the Rubrics

The Reading, Writing, and Maths rubrics (Years 0-10) are designed to support teachers to make informed decisions when choosing Progress Descriptors for students. The purpose of these rubrics is to help teachers reflect on the progress a student has made against the Progress Markers, how much support a students may still need to meet the Progress Markers and achieve proficiency, and use this information to select a Progress Descriptor to describe a student's progress.

Progress Markers are the knowledge and practices students are expected to be proficient in by the end of a year level. They provide a clear picture of what students know and are able to do to be proficient at the end of the year.

Progress Markers do not represent the full scope of the teaching and learning programme. If more clarification about an element or strand is required, teachers should refer to the relevant teaching sequence for additional detail and context.

For more detail to inform your teaching and learning programme, please refer to the English or Mathematics & Statistics learning areas.

Year 2 Reading Reporting Rubric					
Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
At the end of their second year at school, students who are proficient in reading can independently: Word Recognition and Recognition Enrichment <ul style="list-style-type: none"> read one- and two-syllable words with long-vowel graphemes understand concepts and strategies for learning with some guidance read Year 2 texts, which include complex sentences, with accuracy, understanding of explicit content, expression, and appropriate reading rate 	Students: <ul style="list-style-type: none"> understand some concepts and strategies for learning with some guidance can make some connections and apply knowledge with significant support 	Students: <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 expectations for their year level 	Students: <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 	Students: <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 	Students: <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

Year 5 Maths Reporting Rubric					
Strands	Emerging	Developing	Consolidating	Proficient	Exceeding
By the end of Year 5, students who are proficient in Mathematics can independently: Number <ul style="list-style-type: none"> 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 what is known and number facts Algebra <ul style="list-style-type: none"> continue and create growing patterns, explaining and justifying their reasoning Measurement <ul style="list-style-type: none"> measure accurately using standard units and tools calculate perimeter and area of rectangles Geometry <ul style="list-style-type: none"> identify and describe features of 2D shapes, calculate perimeter and classify angles and lines identify parallel and perpendicular lines connect 2D shapes with 3D shapes Statistics <ul style="list-style-type: none"> collect meaningful data, represent it clearly, and interpret it with confidence Probability <ul style="list-style-type: none"> conduct chance experiments, identify outcomes, and compare likelihood using probability language classify and place everyday events by likelihood (impossible on a probability number line from 0 to 1) 	Students: <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 support 	Students: <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 expectations for their year level 	Students: <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 	Students: <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 	Students: <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

Year 8 Writing Reporting Rubric					
Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
At the end of Year 8, students who are proficient in writing can independently: Transcription <ul style="list-style-type: none"> express and record their ideas using both handwriting and wordprocessing, demonstrating accurate spelling and correct use of a range of punctuation Composition <ul style="list-style-type: none"> plan and write multi-paragraph texts that deliberately contain mistakes and text spans to test the reader 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 evidence of what will be covered, organise ideas and information logically within and across paragraphs, using carefully selected and correct transition words/phrases and write concluding paragraphs highlighting their 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 Writing Processes <ul style="list-style-type: none"> revise and edit texts, paying attention to the style, flow, and clarity of the writing 	Students: <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 support 	Students: <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 expectations for their year level 	Students: <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 	Students: <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 	Students: <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

Please note: The final set of rubrics for Reporting to Parents is different from the initial draft example. Changes were made in response to feedback from the sector and further expert development and review, to ensure the rubrics are clear, usable, and support consistent decision-making.

Using the Rubrics

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Here is an example of using the Writing Rubric for a Year 4 student, Rachel.

Rachel, Year 4, Writing

Looking at “transcription skills”.

The key areas of transcription skills are the period of time she can spent writing, including fluency and legibility, and spelling of single and multi-syllabic words.

Year 4 Writing Reporting Rubric					
Elements By the end of Year 4, students	Emerging	Developing	Consolidating	Proficient	Exceeding
Transcription <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 	Students: <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. 	Students: <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 expectations for their year level. 	Students: <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. 	Students: <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. 	Students: <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.
Composition <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> use organisers and notes to plan writing reread and revise writing to improve clarity 					

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.

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For these items you need to consider if Rachel;

- requires significant support to complete them - **emerging**
- requires some support - **developing**
- is completing these activities with growing independence - **consolidating**
- is completing these activities independently - **proficient**, or
- is completing these activities independently and can apply her knowledge in different contexts - **exceeding**

The evidence collected for Rachel shows that she can write legibly with little assistance, and is able to spell multi-syllabic words without support.

Therefore, based on the evidence collected and the reporting rubric, Rachel would be considered “Proficient” for the element of “Transcription Skills” - that is she can complete these tasks independently.

Year 4 Writing Reporting Rubric				
Elements By the end of Year 4, students	Emerging	Developing	Consolidating	Proficient
Transcription <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 	Students: <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. 	Students: <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 expectations for their year level. 	Students: <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. 	Students: <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.
Composition <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • use organisers and notes to plan writing • reread and revise writing to improve clarity 				

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe student achievement. For more detail to inform your teaching and learning programme, please refer to the English learning area.

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Repeat this process for each element or strand of the learning area. Once they are all done, choose an overall Progress Descriptor for the learning area.

Please note there is no 'weighting' of each element or strand. Teachers should use their own judgement to assess the student's learning and what has been taught to date, the Progress Markers they have already assigned to each element or strand, and consider all the evidence they have gathered, when deciding on an overall Progress Descriptor for each learning area.

As the rubrics are intended to support making informed decisions, there is deliberately less detail than in the curriculum. For further detail, please refer to the curriculum document.

Year 4 Writing Reporting Rubric					
Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
<p>By the end of Year 4, students who are proficient in writing can independently:</p> <p>Transcription</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 <p>Composition</p> <ul style="list-style-type: none"> 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 <p>Writing Processes</p> <ul style="list-style-type: none"> use organisers and notes to plan writing reread and revise writing to improve clarity 	<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 expectations for 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.

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Why are the Progress Descriptors the same every year?

While the Progress Markers for each element and strand in each learning area change by year, the Progress Descriptors do not. This is because they describe the level of support a student needs to access the year-level content, and this is a consistent measure across Year level and learning area.

Learners requiring significant support are most likely to be described as Emerging, while those requiring some support would sit within Developing. Learners who are Consolidating demonstrate growing independence, learners who are Proficient demonstrate independence, and learners who are Exceeding apply learning independently and across contexts. See Page 8 of the Reporting to Parents Guidance for further information.

All students are entitled to access the learning for their year level, with Progress Descriptors describing how much support a student needs to do so. This represents a shift from assessing students against a variety of curriculum levels to see where they are working, or placement below or above their chronological curriculum level.

Please note, however, that while the Progress Descriptors are consistent across all year levels, strategies used to support students may differ at year levels depending on the phase of learning.

Rubrics and Planning

The rubrics provide a guide and are a reference point to describe progress. They are not intended as a support for developing lesson plans. Progress Markers are also not intended as content to be taught directly, but rather as indicators of progress.

When content in the teaching sequence spans more than one year, the Progress Markers position that learning at the period it is taught. For example, if a teaching statement is taught in both Years 5 and 6, it may appear in the Progress Markers at the end of Year 6.

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Models and Prompts

Teachers may also want to consider the models and prompts that students need or are using to access the curriculum when assigning Progress Descriptors.

	Emerging	Developing	Consolidating	Proficient	Exceeding
Role of models	Models are essential and constant . Learners require explicit demonstrations and examples of what success looks like.	Models are regularly referenced , often deconstructed into parts (e.g. worked examples, joint construction).	Models are available but not always required . Learners may use them to check accuracy or refine work.	Models are internalised . External models are still used, but rarely needed unless extending or refining learning.	Learners create, adapt, or critique models , often using them to support others' learning.
Role of prompts	Prompts are frequent, explicit, and directive , guiding each step (e.g. sentence stems, reminders, cues).	Prompts are still explicit but gradually reduced , guiding decision-making rather than directing every action.	Prompts are lighter and strategic , such as checklists or reflective questions.	Prompts are rare or optional . Learners self-prompt and self-monitor.	Prompts are self-generated and metacognitive , supporting goal-setting, reflection, and transfer.
Learner behaviour	Learners imitate and follow guidance closely. Performance is tentative and highly dependent on support.	Learners attempt tasks independently but often seek reassurance or correction. Performance is improving but inconsistent.	Learners usually succeed independently, though may rely on prompts to maintain accuracy or confidence.	Learners perform independently, accurately, and fluently across familiar contexts.	Learners apply learning flexibly and creatively , explain their thinking, and transfer learning to novel contexts.
Teacher Intent (in line with SOL)	Establish correct representations and prevent misconceptions. Reduce cognitive load.	Support practice while beginning to fade scaffolds. Encourage strategic thinking.	Strengthen fluency, accuracy, and transfer. Fade supports intentionally.	Confirm independence and readiness for increased complexity.	Extend, deepen, and broaden learning. Shift focus to complexity and abstraction.