Using the Rubrics

Te Tāhuhu o te Mātauranga Ministry of Education

New Zealand Government Te Kāwanatanga o Aotearoa

About the Rubrics

The Reading, Writing, and Maths rubrics (Years 0–10) have been developed to support teachers in making on-balance, informed decisions about the Progress Descriptors that most accurately describe a student's progress. Progress Descriptors are unpacked by 'Indicators for Teachers' and 'Content Indicators'.

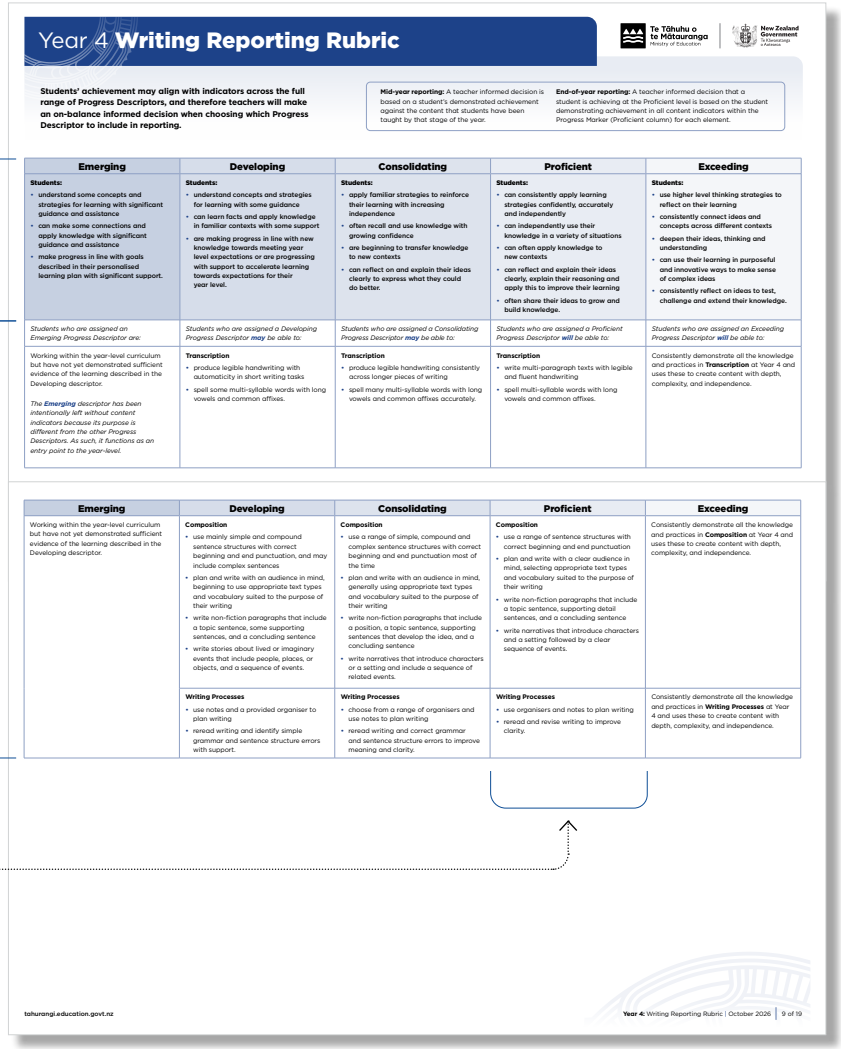
Indicators for Teachers describe the level of support a student requires to access year-level content. They are intentionally consistent across all year levels and learning areas.

Content Indicators describe the learning content aligned with each Progress Descriptor. They have been developed to reflect the incremental shifts in learning towards the achievement of the Progress Markers.

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 4 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • produce legible handwriting with automaticity in short writing tasks • spell some multi-syllable words with long vowels and common affixes.	**Transcription** • produce legible handwriting consistently across longer pieces of writing • spell many multi-syllable words with long vowels and common affixes accurately.	**Transcription** • write multi-paragraph texts with legible and fluent handwriting • spell multi-syllable words with long vowels and common affixes.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 4 and uses these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • use mainly simple and compound sentence structures with correct beginning and end punctuation, and may include complex sentences • plan and write with an audience in mind, beginning to use appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a topic sentence, some supporting sentences, and a concluding sentence • write stories about lived or imaginary events that include people, places, or objects, and a sequence of events.	**Composition** • use a range of simple, compound and complex sentence structures with correct beginning and end punctuation most of the time • plan and write with an audience in mind, generally using appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a position, a topic sentence, supporting sentences that develop the idea, and a concluding sentence • write narratives that introduce characters or a setting and include a sequence of related events.	**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.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 4 and uses these to create content with depth, complexity, and independence.
	Writing Processes • use notes and a provided organiser to plan writing • reread writing and identify simple grammar and sentence structure errors with support.	**Writing Processes** • choose from a range of organisers and use notes to plan writing • reread writing and correct grammar and sentence structure errors to improve meaning and clarity.	**Writing Processes** • use organisers and notes to plan writing • reread and revise writing to improve clarity.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 4 and uses these to create content with depth, complexity, and independence.

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Please note: These rubrics have been updated from the versions published in April 2026 to include Content Indicators. This change responds to sector feedback requesting additional detail about the learning content associated with each Progress Descriptor.

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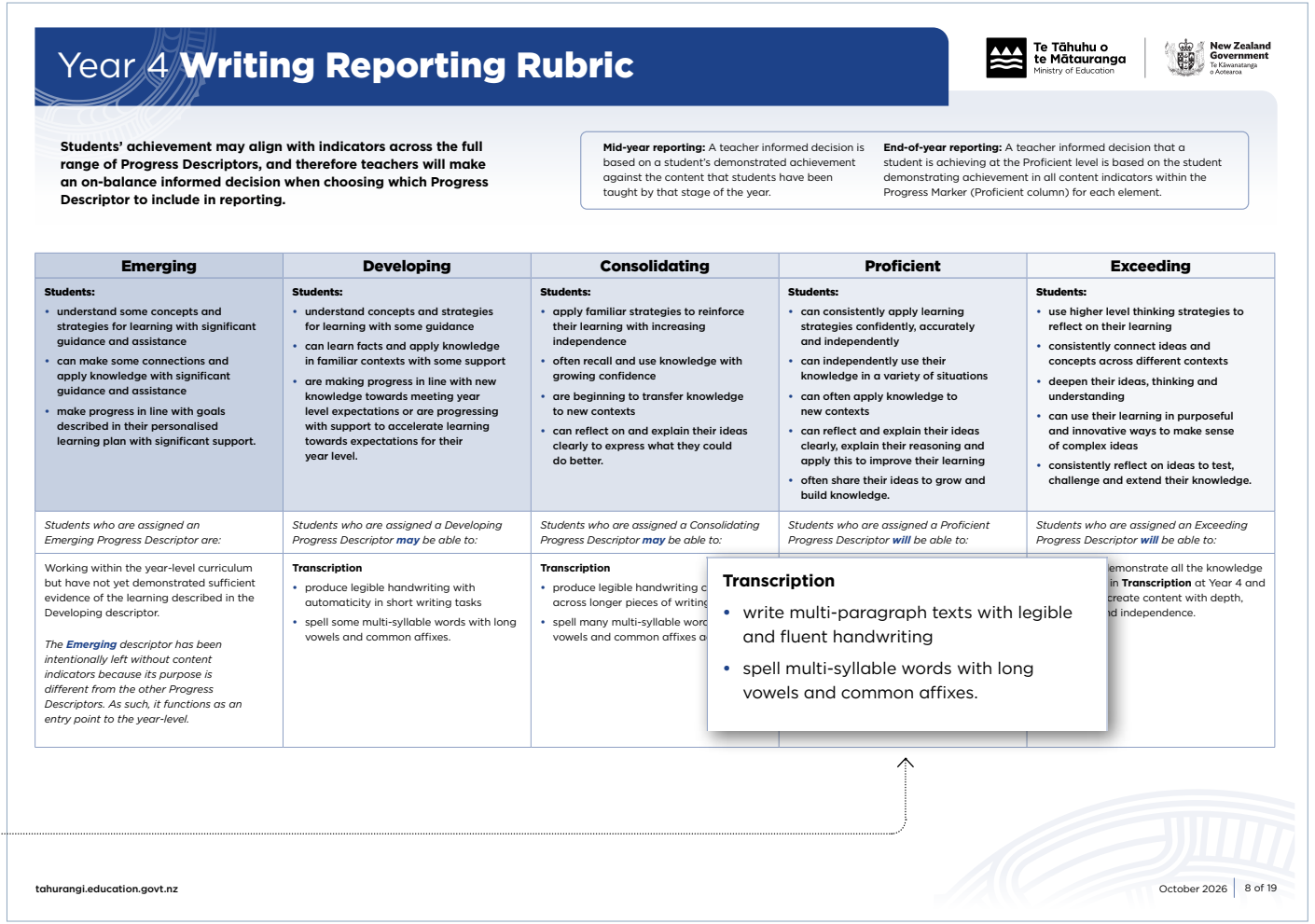
Using the Rubrics

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

Rachel, Year 4, Writing

Looking at the Progress Marker for **Transcription**.

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



Year 4 **Writing Reporting Rubric**

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Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • produce legible handwriting with automaticity in short writing tasks • spell some multi-syllable words with long vowels and common affixes.	**Transcription** • produce legible handwriting c… across longer pieces of writing • spell many multi-syllable word… vowels and common affixes a…		…emonstrate all the knowledge …in **Transcription** at Year 4 and …create content with depth, …d independence.

Transcription

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

Using the Rubrics

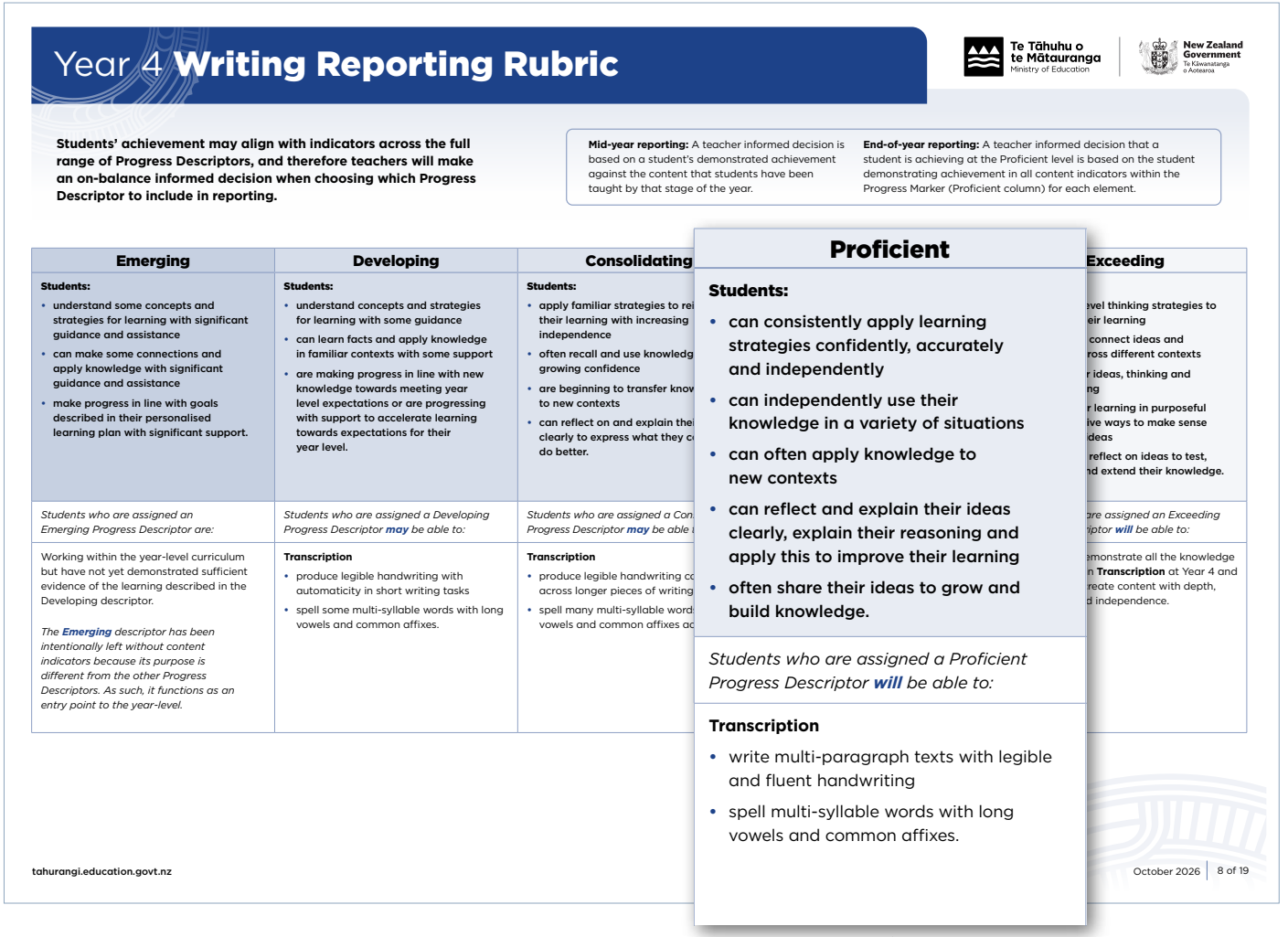
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For these items you need to consider if Rachel;

- 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" – that is she can complete these tasks independently.



Year 4 **Writing Reporting Rubric**

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Proficient

Students:

- **can consistently apply learning strategies confidently, accurately and independently**
- **can independently use their knowledge in a variety of situations**
- **can often apply knowledge to new contexts**
- **can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning**
- **often share their ideas to grow and build knowledge.**

*Students who are assigned a Proficient Progress Descriptor **will** be able to:*

Transcription

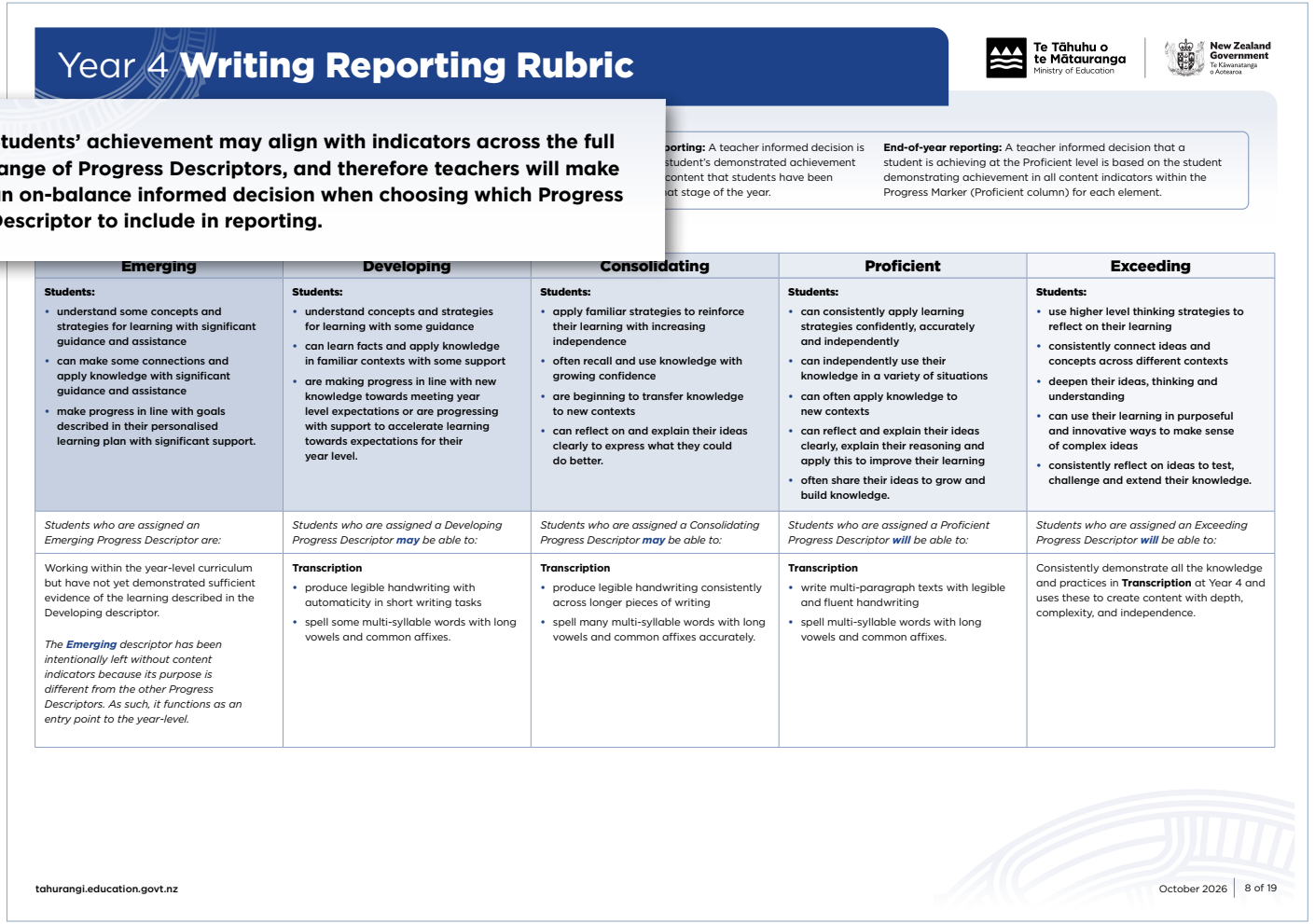
- write multi-paragraph texts with legible and fluent handwriting
- spell multi-syllable words with long vowels and common affixes.

Using the Rubrics

Repeat this process for each element or strand of the learning area. Once selected, make an on-balance informed decision on an overall Progress Descriptor.

Please note that there is no weighting applied to individual elements or strands. When determining an overall Progress Descriptor for each learning area, teachers should make an on-balance informed decision, drawing on the student's learning, the content taught to date, the Progress Descriptors assigned across elements or strands, and all available evidence.

As the rubrics are intended to support teachers to make 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**

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

…porting: A teacher informed decision is …student's demonstrated achievement …content that students have been …at stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
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Mid-Year and End-of-Year Reporting Expectations

The rubric now provides guidance on both mid-year and end-of-year reporting.

When making an informed decision about a student's demonstrated achievement at **mid-year**, teachers should base their assessment on the content that has been taught up to that point in the year.

When making an informed decision about a student's demonstrated achievement at **end-of-year**, teachers should base their assessment on all content indicators within the Progress Marker (Proficient column) for each element or strand.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

A **Proficient** decision at **mid-year** does not require a student to have demonstrated achievement across all content indicators within Proficient. Rather, it reflects the extent to which the student has demonstrated achievement against the **content indicators that have been taught to date**.

An **Exceeding** decision at **mid-year** does not require a student to have demonstrated achievement across all year-level content. Rather, it reflects the extent to which the student has demonstrated and applied the **year level content that has been taught to date** with greater depth, complexity, and independence.

Proficient	Exceeding
Students: • **can consistently apply learning strategies confidently, accurately and independently** • **can independently use their knowledge in a variety of situations** • **can often apply knowledge to new contexts** • **can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning** • **often share their ideas to grow and build knowledge.**	**Students:** • **use higher level thinking strategies to reflect on their learning** • **consistently connect ideas and concepts across different contexts** • **deepen their ideas, thinking and understanding** • **can use their learning in purposeful and innovative ways to make sense of complex ideas** • **consistently reflect on ideas to test, challenge and extend their knowledge.**
*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Transcription • write multi-paragraph texts with legible and fluent handwriting • spell multi-syllable words with long vowels and common affixes.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 4 and uses these to create content with depth, complexity, and independence.
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.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 4 and uses these to create content with depth, complexity, and independence.
Writing Processes • use organisers and notes to plan writing • reread and revise writing to improve clarity.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 4 and uses these to create content with depth, complexity, and independence.

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Learner Independence across Progress Descriptors

Learners requiring significant support to access year-level content 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.

A Year-Level Learning Approach

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 (Indicators for Teachers) and the associated learning content (Content Indicators). 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.

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.

6 months and Year 1

Across all rubrics, 6-month and Year 1 have been combined into a single rubric, covering progress at the end of the first 6 months of schooling and at the end of the first year. This recognises that not all students experience Year 0.

Consolidating (Year 1)	**Proficient** (Year 1)
Proficient (6 months)	**Exceeding** (6 months)

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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 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.