



# Report: Assessment, aromatawai and reporting

To:	Hon Erica Stanford, Minister of Education		
Date:	27/11/2024	Deadline:	3/12/2024
Security Level:	In-Confidence	Priority:	Medium
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## Why are we sending this to you?

- This report provides an update on work towards more consistent modes of monitoring student progress and achievement, with a focus on supports for the 2025 year.

## What action do we need, by when?

- We are seeking to confirm your comfort with the direction so we can reflect it in change and implementation activities and sector communications.
- Please return the signed paper by 3 December 2024.

## Alignment with Government priorities

1. This report progresses priority actions for 'smarter assessment and reporting', contributing to the Government's target of eighty percent of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030.

## Background

2. You are introducing a strategically driven, coherent, whole-of-pathway approach to assessment, aromatawai, reporting and monitoring. As part of this, you agreed to a phased approach towards implementing nationally consistent assessment of Year 3 to 8 students in reading, writing and maths, or pānui, tuhituhi and pāngarau, using standardised tools [SOU-24-MIN-0060 refers].
3. As part of a phased approach, you had previously agreed that schools and kura would be encouraged to undertake twice-yearly assessment and aromatawai in 2025 using a choice of standardised tools.<sup>1</sup> Current planning is to introduce requirements for twice-yearly assessment and aromatawai from the beginning of 2026, when students will be in their second year of learning aligned to the updated Years 0-6 English and Te Reo Rangatira, and Years 0-8 Mathematics & Statistics and Pāngarau curriculum areas.
4. Following advice last month on options for supporting Year 3 to 8 twice-yearly assessment and aromatawai in 2025, you have agreed to the acceleration of work on a longer-term single tool [METIS 1335088 refers]. We will be providing you with further advice on this in the coming weeks.
5. For 2025, we will encourage schools and kura to focus on effective assessment and aromatawai culture for consistent practice using standardised tools to support a comprehensive view of student progress and achievement. Information from tools also informs high quality reporting to parents and whānau on their child's educational progress. We seek your agreement to this approach and to updating current messaging and implementation activities for 2025 accordingly.
6. We will now be focussing change and implementation activities in 2025 on helping leaders, teachers and kaiako to continue to build their assessment and aromatawai capability in the context of the new learning areas and wāhanga ako. This includes supports for:
  - 6.1. Undertaking assessment, aromatawai and reporting in relation to the updated Year 0-6 English or Te Reo Rangatira and Year 0-8 Mathematics & Statistics or Pāngarau curricula;
  - 6.2. Leaders, teachers and kaiako professional learning to improve assessment, aromatawai, monitoring and reporting practices, with a focus on better use of information to inform teaching.

## We are developing supports for undertaking assessment, aromatawai and reporting in relation to the updated curricula

7. Under the Education and Training Act 2020 and associated Regulations, schools and kura have assessment, aromatawai, monitoring and reporting obligations in relation to any curriculum statements that are in effect. As the new English (0-6) and Mathematics and Statistics (0-8) learning areas and Te Reo Rangatira (0-6) and Pāngarau (0-8) wāhanga

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<sup>1</sup> The choices are e-asTTle and Progressive Achievement Tests (PAT) for English-medium, or e-asTTle and Te Waharoa Ararau (TWA) for Te Reo Māori settings.

ako come into effect from 1 January 2025, schools and kura will have to make some adjustments to their approaches to reflect these curricula changes.

8. To support schools and kura with this, we have developed guidance and examples for reporting for these curriculum areas, which we plan to release on the Ministry's Tāhūrangi website by early December 2024 (see **Annex 1**).
9. This draft guidance includes four descriptors (Fig. 1) for how a student is doing overall against yearly curriculum expectations, how to make those assessments, and what types of action teachers should be taking in response to support that student.

*Figure 1: Descriptors to support communicating to parents and whānau on progress and achievement in line with year-by-year curriculum expectations*

Descriptor – NZC	Descriptor – TMOA	Meaning
Need support	Ka oho	Requires tailored support to meet yearly curriculum expectations
Progressing towards	Ka whai huruhuru	Progressing towards yearly curriculum expectations
Proficient	Ka mārewa	Achieving yearly curriculum expectations
Exceeding	Ka rere	Exceeding yearly curriculum expectations

This language is reflected in the annexed guidance. The descriptors support the use of clear and consistent language for reporting to parents and whānau on how their child is progressing and achieving against year-by-year curriculum expectations. They provide a plain language way for aggregating how groups of students are doing (for example, for use in strategic planning and reporting).

10. Should you wish to require the use of these sorts of descriptors for assessing how students are doing against the expectations in the curricula, this can be done via curriculum statements under section 90 of the Education and Training Act 2020. There is an opportunity to include this sort of direction in draft assessment and aromatawai requirements that will be included in the curriculum statements for the remainder of the refreshed New Zealand Curriculum and redesigned Te Marautanga o Aotearoa, which are planned to be consulted on in late 2025.
11. The guidance encourages schools and kura to include information from the phonics checks or Hihira Weteoro, the assessment and aromatawai tasks included in the structured literacy and Rangaranga Reo ā-Tā programmes, and any of the standardised tools that they may currently be using (e.g., e-asTTle, PATs, or TWA). This includes prompting the use of reports generated by the tools that make visible progress over time. There will be support for equating results from tools to the year-by-year teaching sequence and phases in the relevant curriculum. The content and scores in the tools will not change, but look-up tables will enable the use of data from e-asTTle, PATS, and TWA to understand how individuals (and cohorts) are progressing in relation to the year 3-6 English or Te Reo Rangatira curricula and the year 3-8 Mathematics & Statistics and Pāngarau curricula.
12. You have previously indicated supports for reporting to parents should include optional templates that cover a complete school report, meaning that they include the student's progress across the whole of the relevant curriculum [METIS 1328931 refers]. For now, we have focussed our guidance on the new curriculum areas, and plan to add to this and accompanying supports (e.g., templates) as further parts of the curriculum are updated and become required. You have also asked for advice on potential regulatory changes to minimum standards and/or components for reporting to parents, which will be provided in the coming weeks [METIS 1338880 refers]. Guidance will be updated as needed over time to reflect decisions about any other components of reporting that should or must be included.
13. Note, there is no impact from the new curricula on end-of-year student reports for 2024. There is also no impact on the school and kura annual reports due in May 2025 (as part of

strategic planning and reporting requirements) as these relate to the 2024 year. We are also making sure advice on how to report progress against the updated curricula is aligned in the strategic planning and reporting guidance and templates, with updated versions of these (for the 2025 year) planned to be released before the end of the year [METIS 1338613 refers].

## **We are supporting leaders, teachers and kaiako to improve assessment, aromatawai, monitoring and reporting practices**

14. A range of existing guidance on assessment, aromatawai, for monitoring and reporting progress is available on Tāhūrangi, and we will be reviewing this alongside the updates to the national curricula to maintain alignment. This includes guidance on tool selection, which will be updated as we review, update and develop new tools (for example, the phonics checks and Hihira Weteoro being introduced next year and the intended future development of wider foundational skills checks).
15. With the shift to delivering a more nationally consistent model for PLD [METIS 1326677 refers], you have asked for assessment and aromatawai to remain an investment focus in 2024/25 as we redesign PLD in line with education priorities. There is existing PLD for assessment and aromatawai along the pathway, including Regionally Allocated PLD (due to end in December 2024), support for the NCEA Co-requisite, and a small contract for e-asTTle training and support (due to end in June 2025, and not planned to be renewed given the approach to developing and implementing a new tool).
16. Previously we had \$4.3 million allocated for 2024/25 and outyears to grow our PLD scope and offerings to support your assessment and aromatawai priorities, including requirements around the use of standardised tools (including the Phonics Check and Years 3-8 Testing), the rephrasing of NCEA and addressing the current low pass rates of the NCEA Co-requisite. \$1.8 million annually is already allocated to targeted NCEA literacy and numeracy support, and at the agency meeting on 18 November 2024 you requested that the balance be directed to structured literacy PLD to respond to the level of sector demand for this support.
17. We currently intend to procure new national offerings for delivery of assessment and aromatawai PLD in 2025. Subject to your agreement to their direction, these offerings are planned to be available from Term 3 2025, and we will update our communications products accordingly.

### **Next Steps**

18. We will update our communication products and our change and implementation planning. This includes messaging in relation to the use of assessment and aromatawai tools, which we will align across the Ministry and Education Review Office.
19. The following table indicates key next steps and timing for the work outlined in this Report:

<b>Activity</b>	<b>Milestone</b>	<b>Date</b>
Updated requirements for assessment and aromatawai	Guidance for using e-asTTle for twice-yearly assessment and aromatawai	Dec. 2024
	Advice on draft curriculum statements to Minister (including timing of introducing requirements to use standardised tools for assessment and aromatawai)	Mid 2025
	Consultation on draft curriculum statements setting out expectations for assessment	Term 4 2025

	<b>aromatawai</b> (including tool use requirements, subject to your decisions)	
	Curriculum statements in effect, including assessment and aromatawai expectations (may include tool use requirements, subject to your decisions)	Start 2027
Reporting against the curricula – initially focussed on new curriculum areas: English (0-6), Mathematics & Statistics (0-8), Te Reo Rangatira (0-6), Pāngarau (0-8)	Initial guidance for individual level reporting to parents in relation to the new curricula	Dec. 2024 (further updates as other parts of curricula released)
	Guidance to support strategic planning and reporting, including alignment to new curricula for 2025 year	Dec. 2024 (further updates as other parts of curricula released)
	Advice on potential changes to regulatory requirements for individual level reporting to parents	Dec. 2024 [METIS 1338880 refers]
	Supports for equating tool results to the new curricula (Year 3-6 for English and Te Reo Rangatira, Year 3-8 for Maths and Pāngarau)	Apr. 2025
Implementation supports for assessment and aromatawai practices	New PLD offering for assessment and aromatawai available (subject to agreement to direction)	From Term 3 2025

## Annexes

The following are annexed to this paper:

Annex 1: Draft guidance for reporting on Years 0-6 English and Te Reo Rangatira, and Years 0-8 mathematics & statistics and Pāngarau (*attached separately*)

Annex 1 withheld in full under 9(2)(g)(i).

## Recommended Actions

The Ministry of Education recommends you:

- a. **note** that we are taking a phased approach to twice-yearly assessment and aromatawai for Years 3-8 students using standardised tools;

Noted

- b. **note** that you have agreed to the acceleration of work on a longer-term single tool [METIS 1335088 refers], and we will be providing you with further advice on this in the coming weeks;

Noted

- c. **agree** that, given the planned shift to a <sup>could be 2.</sup> single tool and to reduce the change burden on schools and kura, the phasing of implementation of twice-yearly assessment and aromatawai of Year 3-8 students should be adjusted to:

- i. Schools and kura supported in 2025 to continue using existing tools (e.g., e-asTTle, PATs and TWA) in relation to the new English (0-6) and Mathematics & Statistics (0-8) learning areas and/or Te Reo Rangatira (0-6) and Pāngarau (0-8) wāhanga ako;

*↳ accelerate new tool for 25*

~~Agree / Disagree~~  
*discuss*

- d. **note** that this approach encourages schools and kura to focus on effective assessment and aromatawai culture and practice in line with the new curriculum areas, and means we are not actively transitioning schools and kura to tools that are not planned to be part of a single-tool future; *or double*

Noted

- e. **agree** that the adjusted phasing in recommendation (c) is communicated to the sector;

*discuss*

~~Agree / Disagree~~

- f. **note** the draft guidance (Annex 1) to support reporting to parents against the curricula, and the plan for this guidance to be finalised and published by early December 2024;

*not ready yet.*

Noted

### Proactive Release:

- g. **agree** that the Ministry of Education release this paper once it has been considered by you with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree

*Release*

Pauline Cleaver

Hautū Taupua | Acting Deputy Secretary

Te Poutāhū | Curriculum Centre

27/11/2024



Hon Erica Stanford

Minister of Education

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