

Aligning assessment and aromatawai to our updated national curriculum

We want all children in New Zealand to get a world-leading education that sets them up for success - with study, work and life. Our goal is to have 80% of Year 8 students at or above the expected curriculum level for their age in reading, writing, and maths by December 2030.

Principals and teachers know that a central component of a high-performing education system is the relationship between curriculum, teaching practice, and assessment. Schools and kura use assessment and aromatawai every day to inform their teaching, plan additional supports, identify training opportunities, and keep parents and whānau updated on student progress.

Many do this extremely well, but we want to make sure all schools and kura are maximising the benefits of using consistent, quality data to support teaching and learning.

To help with this we are shifting towards a more coherent, consistent assessment system which will provide clarity about student progress and make sure those who need more support get it as early as possible.

Currently there are a wide range of assessment and aromatawai tools and resources available. Without a consistent approach to measuring a child's progress, we risk students' needs not being identified early enough or the right support being provided. It is likely that vulnerable and transient students are most affected by this lack of consistency in our system.

The timing of assessments, and the range of tools used across schools and kura also means there is limited data on how students from Years 1 - 10 are progressing through the curriculum. We need an education system that identifies and supports students who need help early — it's too late to find out at Year 10 or 11 when a student does the NCEA co-requisite that their reading, writing and maths skills are not at the expected level.

The changes outlined here will help build consistency across our education system so that:

- › Students who need additional help are identified and supported.
- › There is consistent information about student progress that travels with them.
- › Teachers and kaiako can clearly see how students are progressing and use this information to inform their teaching.
- › Teachers build their knowledge and use of consistent assessment tools that will be applicable, no matter what school they teach at.
- › It is easier for parents to understand how their child is progressing against the curriculum, no matter which school or kura they attend.

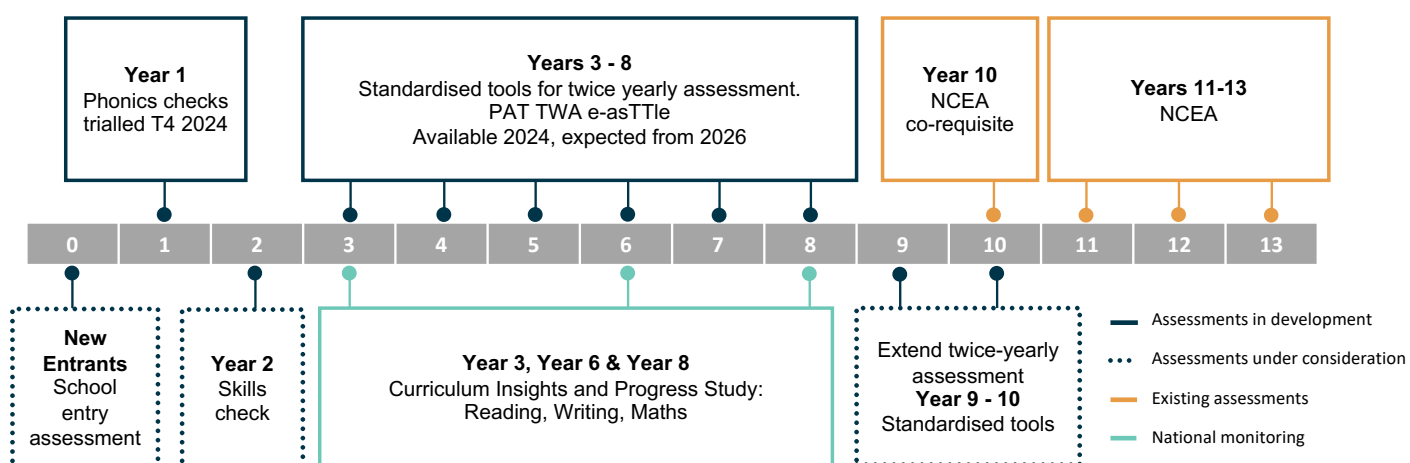
Our plan for consistent assessment and aromatawai

We are considering a range of improvements to how assessment and aromatawai can be used to inform teaching and learning over the coming years. This includes looking at key points in a learner’s schooling to see where quality assessment or aromatawai information is needed to track their progress and provide opportunities for early intervention and support.

The table below provides a view of current, planned and potential changes.

We are going to introduce a consistent, coherent system of assessment and aromatawai — one that is used throughout students’ schooling years. The purpose of these changes is to deliver a nationally consistent approach through common assessment tools.

Comprehensive system for assessment and aromatawai from 2025



Phase 1

To support the introduction of structured literacy and te reo matatini approaches, and the introduction of the Years 0-6 English and Te Reo Rangitira curriculum we are:

- 1. We’re introducing phonics screening checks for students in their first year at school at 20 weeks, and then again 40 weeks.**

This will focus on what students need to become confident readers. This will help identify those who need additional help with their learning using tailored (tier 2) or targeted (tier 3) supports. More information about these supports will be announced soon.

Two phonics checks will be provided — one in English and one in te reo Māori. Both checks will be trialled in Term 4 2024 with a randomly selected, representative sample of schools and kura.

The phonics check will then be available for all schools and kura to use from the beginning of Term 1 2025. We'll provide guidance and professional development to help you implement these new processes.

2. Schools and kura will transition to using one of three assessment tools for Year 3 – 8 progression monitoring.

Schools and kura will do twice-yearly assessments for students in Years 3 – 8 to monitor their progress in reading, writing, maths, pānui, tuhituhi and pāngarau. These assessments are a light-touch check-in, enhancing the rich, in-school formative and summative assessments teachers and kaiako already undertake.

There are three tools available, so you'll have a choice about which one works best for you. We encourage you to start using your preferred tool now, with the assessments expected to be in use in all schools and kura from 2026. The tools are:

- › **e-asTTle:** for both The New Zealand Curriculum and Te Marautanga o Aotearoa.
- › **Progressive Achievement Tests (PAT):** for the New Zealand Curriculum.
- › **Te Waharoa Ararau (TWA):** for Te Marautanga o Aotearoa.

We'll provide professional development to help get you up to speed if you're not familiar with these tools. We are currently investing in e-asTTle to continue improving the tool so it has the capacity required.

3. Expanding our national evaluation studies

The Curriculum Insights and Progress Study, which provides a national view of literacy and numeracy against the New Zealand Curriculum, will be expanded. From 2025 we will assess reading, writing and maths annually for Years 3, 6 and 8 (reading and writing are currently assessed in alternating years). This study will help track progress towards the 2030 education achievement target. Options are currently being considered for those learning through te reo Māori to create an equivalent national monitoring study.

Phase 2

Work is underway to understand and scope further opportunities for assessment and aromatawai at key learning milestones. We will be seeking sector input as we progress this work. Data and evidence, funding, and feedback will influence final decisions and timing of these next pieces of work.

1. New entrants check

Future work will look to re-introduce a school entry assessment which will help teachers identify and respond to children's learning needs in key foundational areas as they transition to school and kura. The new entrant assessments will focus on both educational, and social and emotional outcomes.

2. Year 2 skills check

Consideration is being given to using a Year 2 foundational skills check in literacy and numeracy for those learning in English, and te reo matatini and pāngarau for those learning through te reo Māori.

3. Providing the right supports for students

We're looking at the additional supports available to students who may need more intensive help with their learning. As a first step, during 2024, with your input we'll develop targeted (tier 2) and tailored (tier 3) supports aligned to structured literacy and te reo matatini approaches. These supports will be available from the start of the 2025 school year.

4. Clearer reporting for parents, whānau and caregivers

Parents, whānau and caregivers need regular, clear reporting so they can understand how their child's education is progressing. We are currently looking at how we can support schools and kura to show how student progress aligns to key assessment milestones.

Understanding the whole picture

These assessment and aromatawai changes align to the work being done across the whole system to lift achievement by updating the national curriculum, using quality teaching practices, evidence and data to inform decisions.

Curriculum

The updated national curriculum will include progress steps teachers can use to check that students are achieving and making sufficient progress. The fully updated national curriculum will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially introduced from 2027.

Ahead of that, there are two key dates for schools:

1. **By Term 1, 2025**, schools and kura must teach the updated English and Te Reo Rangatira curriculum for Years 0 to 6.
2. **By Term 1, 2026** schools and kura with students in Years 7 to 13 must teach the updated English and Te Reo Rangatira curriculum, and Mathematics and statistics and Pāngarau for Years 0 to 13.

Teaching practices

As we move towards more structured teaching approaches based on the science of learning, there will be a range of formative assessment tools (like the phonics checks and the Year 3 - 8 assessments mentioned above) to help you better understand how your students are progressing against the curriculum. PLD for structured literacy approaches and structured te reo matatini is currently being offered to teachers and kaiako of Year 0 - 3 students. This will then be offered to those with Year 4 - 6 students.

Gearing up for change

During the coming months we'll continue to keep you updated about these changes, including feedback and PLD opportunities.

You may want to consider subscribing to our curriculum newsletter

 (click to subscribe)

By the end of Term 3 we'll provide you with a clear three-year plan across the entire curriculum refresh, including guidance of what needs to be done and timelines for principals and boards.

 For further information, please visit the online curriculum hub:

<https://tahurangi.education.govt.nz>

Curriculum, assessment and aromatawai timeframe

	Available and encouraged	Expected used	Required
The New Zealand Curriculum			
		2024	2025
			2026
Curriculum learning area			
English (Years 0-6)			
English (Years 7-13)			
Teaching practice			
Structured literacy PLD for Year 0 - 3 teachers			
Structured literacy PLD for Year 4 - 6 teachers			
Structured literacy approaches in use			
Assessment type			
PLD and support available		Term 4	
Year 1 phonics checks		Trialled-Term 4	
Years 3 to 8 assessments			

	2024	2025	2026
Te Marautanga o Aotearoa			
Wāhanga ako			
Te Reo Rangatira (Years 0 - 6)			
Te Reo Rangatira (Years 7 - 13)			
Structured te reo matatini			
Structured te reo matatini PLD for Year 0 - 3 kaiako			
Structured te reo matatini PLD for Year 4 - 6 kaiako			
Structured te reo matatini in use			
Aromatawai			
PLD and support available		Term 4	
Year 1 phonics checks		Trialled-Term 4	
Years 3 to 8 assessments		Resources trialled-Term 3	