



# Assessment and aromatawai practices and tools

Priority 3: Smarter assessment and reporting

March 2025 update

The Ministry of Education is working on a range of improvements to develop a consistent, engaging and easy to navigate system of assessment and aromatawai that supports the progress and achievement of students.

Next steps in 2025 are:

- Term 2** Procurement of a new assessment and aromatawai tool built on the latest technology to replace e-asTTle
- Term 2** Development, and alignment of new and existing content with the New Zealand Curriculum and Te Marautanga o Aotearoa
- Term 4** PLD opportunities open to introduce the new assessment tool to schools and kura

To ensure we provide a reliable assessment tool built on the latest technology and user interfaces with capacity for sufficient multiple user logins, we have taken the decision to explore the replacement of e-asTTle with a newer tool. We are looking for something that maintains and optimises the same functionality as e-asTTle did, as well as introducing new features for teachers to explore.

Our recent RFP (Request for Proposals) seeks a tool which has features like bilingual functionality and computer adaptive processes to ensure the progress and capability of individual students is recognised. We are planning for the tool to have the functionality to create a variety of assessment types – as is the case with the current e-asTTle platform.

At the same time, we are working to develop and align both new and existing content with the New Zealand Curriculum and Te Marautanga o Aotearoa, to ensure there is a rich content bank to support classroom assessment practice.

## The focus for 2025

This year the focus is on continuing to develop and embed quality assessment practice in schools, reporting twice-yearly to parents using the new curricula areas and preparing to engage with PLD opportunities later in 2025 in-line with the introduction of the new tool.

This year provides time for teachers and kaiako to reflect and build on their teaching practice as the new curriculum areas are being introduced for use. There will be opportunities later in 2025 to engage with new guidance about assessment and aromatawai practices.

We also want to continuously improve our guidance on effective reporting to parents and caregivers, and value feedback from teachers and kaiako on this. Updated guidance for reporting to parents and caregivers will be released soon.

## What to expect in 2026

From 2026, schools and kura will continue to use the Phonics Checks/Hihira Weteoro for children in Years 0 to 2 and undertake twice-yearly use of an approved assessment tool for monitoring and reporting on the progression of Year 3-8 students' maths and literacy skills.

One of the approved tools will be the new, high quality, free-to-use tool that replaces e-asTTle. Many schools and kura use PAT tests and we intend for these to continue to be an approved assessment tool, as is currently the case. We also intend that kura can continue to use Te Waharoa Ararau.

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## What we mean by quality assessment and aromatawai practices

Quality assessment is continuously being carried out by teachers. It involves:

- combining information from observations, classroom tasks and data from assessment tools to give a well-rounded understanding of a student's abilities
- continuously collecting and analysing data and information throughout the year to monitor and support a student's progress.

Quality aromatawai practice provides valuable, reliable, and valid information about the quality of teaching and learning through tairongo and te whānau aro.

By integrating these components, teachers and kaiako ensure assessment and aromatawai practices are thorough, accurate, and support a student's progression.

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## What you need to know about reporting this year

The only change this year is that schools and kura must report progress against the new English Years 0-6 and mathematics and statistics Years 0-8 learning areas and Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 wāhanga ako. Schools should continue to use their current assessment and reporting systems to do this.

The use of specific tools for reporting on learner progress is not required, but schools and kura are encouraged to use the Phonics Checks and Hihira Weteoro and other available standardised assessment tools they may already be using.

For schools and kura using e-asTTle, the content and scoring within this tool will not change. Interim supports will be provided so schools can use the results to make informed decisions about student progress and achievement against refreshed learning areas and wāhanga ako. These supports are planned to be available by May in time for mid-year reporting.

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## Replacing e-asTTle

Our review of e-asTTle's long-term use revealed technical limitations and that the content does not align to current curriculum expectations, which is why work is underway on a replacement.

This new tool will provide a variety of assessment types, bilingual functionality, and computer adaptive processes to ensure the progress and capability of individual students is recognised. The new tool will have many of the best features of e-asTTle but will also be fit for the future. We're working with potential providers to identify an existing tool that's already been proven to be effective. Content for this tool will be developed, repurposed and adapted for our New Zealand context.

The tool is expected to be ready for use by Term 1 2026, with training and support for teachers and kaiako during Term 4, 2025. Schools and kura can continue to use e-asTTle while the new tool is in development.

To stay up to date with assessment and aromatawai changes check the Implementation Hub on Tāhūrangi: <https://tahurangi.education.govt.nz/implementation-supports>