

Understanding Assessment & Reporting in the New Curriculum

Parent Information Evening



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Intermediate School

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Purpose of Tonight



By the end of tonight parents will understand:



How reports are structured



What progress descriptors mean



How teachers make decisions



Core Reporting: Literacy, Numeracy & Oral Language



How ATL and Inquiry appear



Ways to support learning at home



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Why Reporting Has Changed



The new curriculum asks schools to:

- Report using the new curriculum expectations :Year by Year
- Show progress across the year
- Use clear language
- Report regularly to whānau

At TNIS we align:

- NZ Curriculum
- TNIS Way
- IB PYP

Key Message

Reports are about progress and growth—not ranking students.



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REPORT STRUCTURE

What Does a TNIS Report Include?



Front Page

Attendance



English

Oral Language, Reading,
Writing



Mathematics

Number & Measurement



Units of Inquiry

IB PYP transdisciplinary
learning



ATL

Self-management, social, and research
skills



School Life

Participation in wider school activities



Teacher Comment

Holistic summary of progress and
growth

Parent Reminder

Reports based on many inputs—not one score.



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Current percentage present:



0-4 days absent



5–9 days absent



10–14 days absent



15+ days absent

To develop compassionate, global connected learners who strive for excellence through action.



Understanding ATL and Effort

Learning Skills for Success (ATL)

ATL Focus Areas: (Explicitly Taught during UOI)

Research- Asks questions, finds and uses information

Thinking — Critical and creative thinking

Communication — Sharing ideas and listening

Social Skills — Working with others

Self-Management — Organisation and resilience

Effort

Decided by teacher

Same as before

Understanding your child's progress and achievement

This year, schools are using a new curriculum, so your child's progress may look different from previous years. Your child's progress is reported using five progress descriptors: Emerging, Developing, Consolidating, Proficient, and Exceeding. These describe how your child is progressing towards the expectations for their year level. Students working at Emerging or Developing are not yet on track and are building their skills with support. Students at Consolidating, Proficient, or Exceeding are on track to meet expectations. We also report on your child's progress in Units of Inquiry, which connect learning across subjects, and their Approaches to Learning (ATL) skills, such as communication, thinking, and self-management skills. Teachers use a range of classroom evidence to make these judgments. For further details, please refer to the school reporting guide or supporting documents.

EFFORT SCALE

EXCELLENT

GOOD

SATISFACTORY

MORE EFFORT REQUIRED

APPROACHES TO LEARNING

Approaches to Learning (ATL) skills are the ways students learn and apply what they learn. They include communication, thinking, social, research, and self-management skills. These skills support students in becoming independent, confident learners in line with the NZ Curriculum, the PYP, and the TNIS learning approach. Please note that some areas will be assessed in the second half of the year.

ATL SKILL AREA	EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT	EXCEEDING
Communication					
Shares ideas, listens, reads, writes clearly					
Thinking					
Solves problems, reflects, makes connections					
Social Skills					
Works with others, shows respect and empathy					
Research Skills					
Asks questions, finds and uses information					
Self Management					
Organises learning, manages time and behaviour					

Note: Research skills will be reported on in the second half of the year.

Understanding Units of Inquiry (UOI)



Learning Through Inquiry

UOI develops:

Conceptual understanding
Connections across subjects
Application of learning
Inquiry and questioning
Reflection and action

Reports may reference:

- Unit concepts
- Central Idea
- Subjects assessed

Parent Takeaway:

UOI shows learning in action.

Specialist Reports handed out at the end of the year.

PRIMARY YEARS PROGRAMME: UNITS OF INQUIRY - PAKIREHUA

THEME	How we Express Ourselves	SUBJECT	English/The Arts
Central Idea	People's perspectives and intentions shape how messages are communicated and understood in different environments.		
Progress Descriptor		Effort	

THEME	Who We Are	SUBJECT	Health/Social Sciences
Central Idea	Growth of our hauora depends on a complex balance of interconnected factors.		
Progress Descriptor		Effort	

THEME	How The World Works	SUBJECT	Science
Central Idea	Exploring the changes of matter allows us to understand our world.		
Progress Descriptor		Effort	

THEME	Exhibition / Passion Project	SUBJECT	All Subjects
Central Idea	Passion inspires action.		



PROGRESS DESCRIPTORS

The Shift in Reporting

Important Change: Focus of Progress Descriptors

Progress Descriptors focus on:

The level of support a learner needs at their year level

NOT comparison against other students

**Descriptors describe:
Independence
Application of learning**

Not a level of Achievement



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Descriptor Continuum

Descriptor	Meaning at Mid-Year
Emerging	Significant support required/ Not able to access Year level learning
Developing	Some support required
Consolidating	Increasing independence
Proficient	Independent at year-level expectations
Exceeding	Applies learning independently across contexts



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Reporting Rubric

Year 7 Writing Reporting Rubric



Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
At the end of Year 7, students who are proficient in writing can independently:					
Transcription - keyboard efficiently and accurately - spell words, including topic-specific vocabulary and words with ambiguous patterns	Students: understand some concepts and strategies for learning with significant guidance and assistance	Students: understand concepts and strategies for learning with some guidance	Students: apply familiar strategies to reinforce their learning with increasing independence	Students: can consistently apply learning strategies confidently, accurately and independently	Students: use higher level thinking strategies to reflect on their learning
Composition - craft sentences to communicate ideas and illustrate relationships - use varied and complex punctuation to communicate meaning - write multi-paragraph texts for specific purposes, organising information and ideas using structures that best suit the purpose and audience - when writing to entertain, structure paragraphs to create a clear sequence of events and provide a resolution or sense of closure that follows logically from the rest of the text - when writing to inform, clearly introduce the topic, organise ideas and information logically into paragraphs, and incorporate headings and visual features such as illustrations, charts, and tables - when writing to persuade, introduce a preferred position, support it with clear reasons and relevant evidence, and conclude by restating their position	Students: - 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: - 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: - 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 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: - 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.
Writing Processes - revise and edit texts, paying attention to the style and clarity of the writing and how it suits the intended audience and purpose - plan and craft multi-paragraph texts.					

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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What “On Track” Means

NOT YET ON TRACK

Emerging + Developing

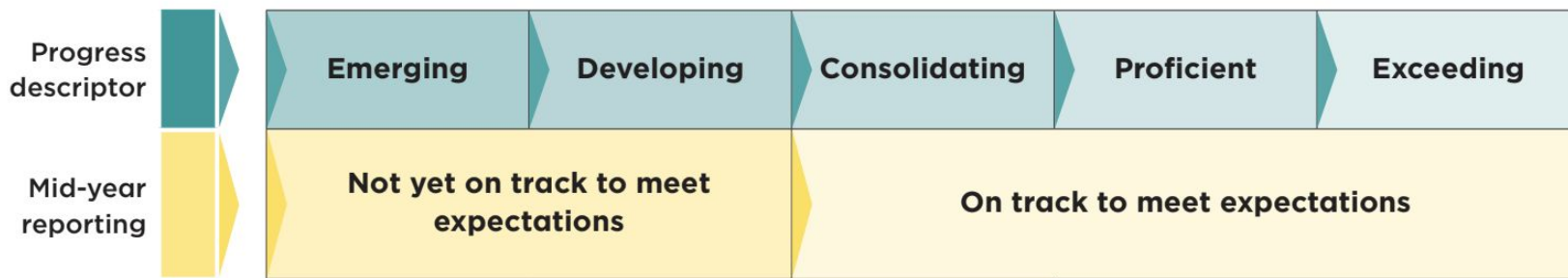
Students at these stages require more significant support to meet year-level expectations by year-end.

ON TRACK

Consolidating + Proficient + Exceeding

Students are demonstrating the skills and independence needed to successfully meet curriculum goals.

A student who has achieved proficiency is prepared for the next year of learning.



Important: Progress matters. Every student's journey is unique.

What Exceeding Really Means

EXCEEDING DOES NOT MEAN:

Working above year level

IT MEANS:

- ✓ **Higher-order thinking**
- ✓ **Greater independence**
- ✓ **Deeper understanding**

● **Within year-level expectations.**



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HOW WE ASSESS

How Teachers Make Judgements

TEACHERS USE:

- Observations
- Conversations
- Learning tasks
- Assessment tools
- Curriculum understanding

AN INFORMED DECISION IS:

A professional judgement based on:

- ✓ Multiple sources of evidence
- ✓ Ongoing observations
- ✓ Conversations with students
- ✓ Assessment tasks
- ✓ Standardised tools
- ✓ Curriculum understanding

 **Key Idea: No one assessment tells the whole story.**



The Triangle of Evidence

Teachers should combine:

Observations/Conversations

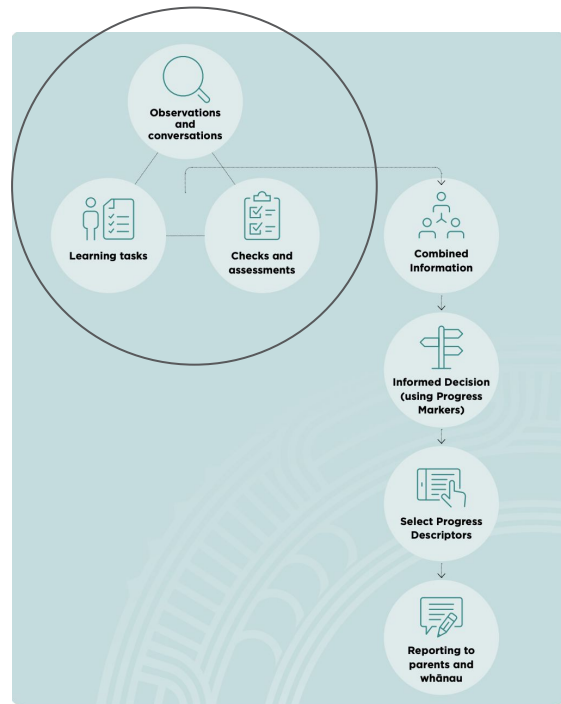
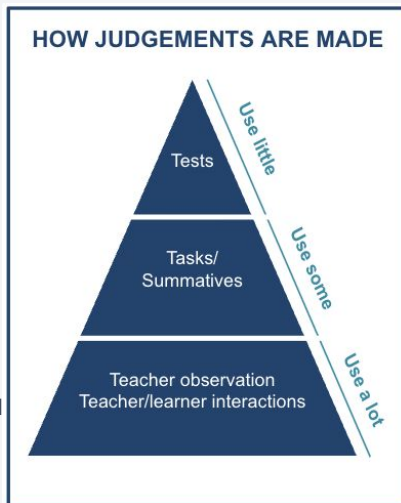
- Classroom discussions
- Group work
- Conferencing
- Independent application

Learning Tasks

- Work samples
- Assignments
- Independent/ group projects

Assessments

- PAT, SMART
- Oxford post-tests, Writing sample
- Running records / DIBELS



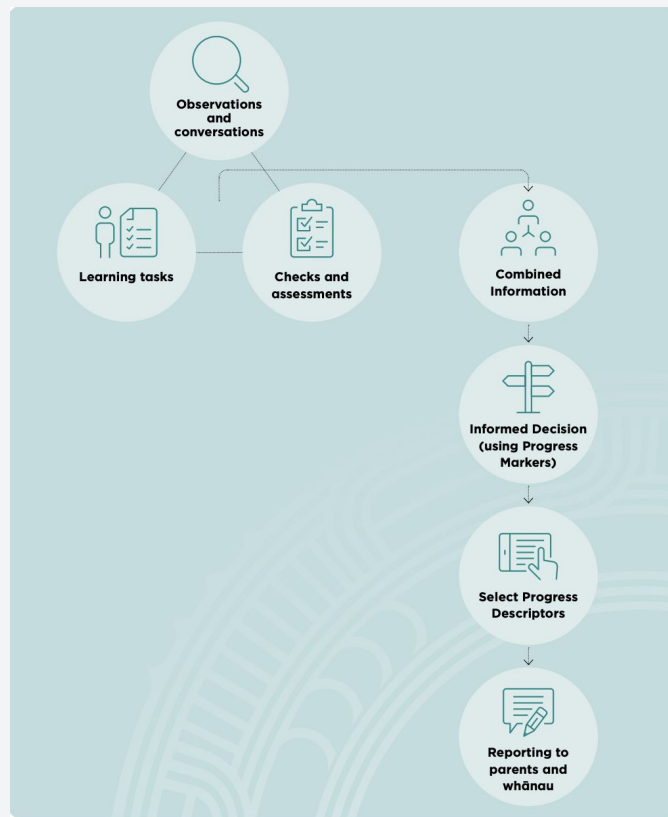
TNIS Expectation: Use BOTH classroom evidence and assessment data



The Reporting Process

The Process for Making Informed Decisions

1. Gather evidence
2. Triangulate information
3. Compare evidence to Progress Markers
4. Use the Rubrics
5. Make professional judgement
6. Moderate decisions
7. Select Progress Descriptor
8. Write report comments





SUBJECT REPORTING

Oral Language

Overall Judgement Element Judgement

Communicating & Presenting

- Group discussions
- Presentations
- Speech delivery
- Class participation

Communication for Learning

- Explaining thinking
- Asking questions
- Collaborative discussions
- Reflective conversations

ENGLISH

In English, students develop skills in oral language, reading, and writing. They learn to understand and create a range of texts, share ideas clearly, and think critically about what they read. Students build their vocabulary and apply their learning across a range of contexts to support their progress. Please note that some areas will be assessed in the second half of the year.

ORAL LANGUAGE

OVERALL PROGRESS	EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT	EXCEEDING	EFFORT
Year 7 mid-year						
Year 7 end-year						
Year 8 mid-year						
Year 8 end-year						

ORAL LANGUAGE ELEMENTS	PROGRESS DESCRIPTOR Emerging, Developing, Consolidating, Proficient, Exceeding
Communicating and Presenting <i>Presenting information, speaking to an audience</i>	
Communication for Learning <i>Discussing, feedback, reflecting</i>	



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Reading

We assess:

- Effort in Reading
- Overall Grade in Reading
- Assessment Result in Reading
- Grade in each element

Fluency

Comprehension

Critical Analysis

READING						
OVERALL PROGRESS	EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT	EXCEEDING	EFFORT
Year 7 mid-year						
Year 7 end-year						
Year 8 mid-year						
Year 8 end-year						

READING ELEMENTS	PROGRESS DESCRIPTOR Emerging, Developing, Consolidating, Proficient, Exceeding
Reading Enrichment (Fluency)	
Comprehension	
Critical Analysis	

READING ASSESSMENT RESULTS	
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Reading Evidence Sources

Reading Enrichment / Fluency

- Listening to student read
- Oral reading own writing/ UOI work
- Oral reading fluency
- Decoding observations

Comprehension

- RACE responses
- Discussion responses
- Inferencing tasks
- Journal Tasks

Critical Analysis

- Author's purpose
- Perspective discussions
- Text connections
- Evaluative thinking
- Novel study work

Assessment Sources

- PAT Reading
- SMART Reading
- Classroom tasks
- Guided reading observations
- DIBELS

Reading: What Does Each Descriptor Look Like?

Emerging

Requires significant support to meet expectations

Limited transfer of reading skills

Struggles to decode independently

Developing

Some understanding with support

Making some progress towards year level goals

Applies strategies in familiar contexts

Consolidating

Increasing independence in reading

Meeting many expectations and strengthening skills

Growing confidence applying strategies

Proficient

Consistent independent application

Meeting curriculum expectations for year level

Explains reasoning and meaning clearly

Exceeding

Exceeding expectations for year level

Transfers understanding across complex contexts

Uses higher-order thinking and critical analysis

Reading – Overall Judgement Weightings (Y7–8)

Word Recognition & Fluency

Year 7

25%

Year 8

20%

Comprehension

Year 7

45%

Year 8

40%

Critical Analysis

Year 7

30%

Year 8

40%

What This Means

Comprehension carries the greatest weighting • Year 8 places more emphasis on Critical Analysis • Do not rely only on fluency or decoding evidence

Writing

We assess:

- Effort in Writing
- Overall Grade in Writing
- Assessment Result in Writing
- Grade in each element

Transcription

Composition

Writing Process

WRITING

OVERALL PROGRESS	EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT	EXCEEDING	EFFORT
Year 7 mid-year						
Year 7 end-year						
Year 8 mid-year						
Year 8 end-year						

WRITING ELEMENTS	PROGRESS DESCRIPTOR Emerging, Developing, Consolidating, Proficient, Exceeding
Transcription <i>Handwriting, typing, spelling</i>	
Composition <i>Entertain, persuade, inform</i>	
Writing process <i>Planning, reflection</i>	

WRITING ASSESSMENT RESULTS



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Writing Evidence Sources

Transcription

- Handwriting Assessments
- Handwriting tasks
- Writing in all books
- Touch typing exercises/ scores
- Weekly Spelling test
- Spelling in all written work

Composition

- Quick Writes
- PEEL paragraphs
- Poems written
- Memoir/ Narrative
- Information reports
- Writing/typing in UOI and in Reading

Writing Process

- Planning for the different text types
- Evidence of proofreading and editing

Assessment Sources

- PAT Writing
- SMART Writing
- Classroom tasks



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Writing: What Does Each Descriptor Look Like?

Emerging

Requires significant support to meet expectations

Limited transfer of Writing skills

Struggles to write independently or writing in of a very basic level

Developing

Some understanding with support

Making some progress towards year level goals

Applies strategies in familiar contexts

Consolidating

Increasing independence in writing

Meeting many expectations and strengthening skills

Growing confidence applying strategies

Proficient

Consistent independent application

Meeting curriculum expectations for year level

Explains reasoning and meaning clearly

Exceeding

Exceeding expectations for year level

Writing can communicate understanding across complex contexts

Uses higher-order thinking and critical analysis to produce high level piece in all text types

Writing – Overall Judgement Weightings (Y7–8)

Transcription

Year 7

20%

Year 8

15%

Composition

Year 7

55%

Year 8

60%

Writing Process

Year 7

25%

Year 8

25%

What This Means

Composition has the strongest weighting • Students can still be Proficient overall even if transcription is weaker • Ideas, organisation, sentence construction, and communication are prioritised



Mathematics

We assess:

- Number
- Measurement
- Algebra
- Geometry
- Statistics
- Probability

MATHEMATICS

In Mathematics, students develop skills in number, algebra, measurement, geometry, statistics, and probability. They learn to solve problems, explain their thinking, and apply strategies in a range of real-life contexts. Students build confidence, accuracy, and independence as they use mathematics to make sense of the world.

MATHEMATICS

OVERALL PROGRESS	EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT	EXCEEDING	EFFORT
Year 7 mid-year						
Year 7 end-year						
Year 8 mid-year						
Year 8 end-year						

MATHEMATIC ELEMENTS	PROGRESS DESCRIPTOR Emerging, Developing, Consolidating, Proficient, Exceeding
Number <i>Understanding and working with numbers and operations</i>	
Algebra <i>Patterns, relationships, and generalising</i>	



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Mathematics: Evidence Sources

Multiple Sources of Evidence

Use:

- Oxford post-tests
- PAT Mathematics
- Rich problem-solving tasks
- Strategy explanations
- Group discussions
- Classroom observations
- Independent practice
- Mathematical reasoning tasks

Look Beyond Correct Answers

Teachers should consider:

- Strategy use
- Reasoning
- Mathematical language
- Transfer of understanding
- Independence
- Ability to solve unfamiliar problems
- Ability to communicate mathematical ideas and thinking independently

Key TNIS Reminder

Oxford assessment data informs your Progress Judgement , but no single assessment determines the final judgement.

Mathematics: What Does Each Descriptor Look Like?

Emerging

Requires significant support to meet expectations

struggles to complete maths tasks independently

Has significant gaps in their mathematical knowledge

Developing

Some understanding with support

Making some progress towards year level goals

Applies strategies in familiar contexts

Has some gaps in their mathematical knowledge

Consolidating

Increasing independence in Mathematics task

Meeting many expectations and strengthening skills

Growing confidence applying strategies

Proficient

Consistent independent application in all maths tasks

Meeting curriculum expectations for year level

Explains reasoning and meaning clearly

Exceeding

Exceeding expectations for year level

Can communicate mathematical understanding across complex contexts

Uses higher-order thinking and critical analysis to solve complex problems

Important Professional Judgement Question

“Can this learner independently apply their mathematical understanding consistently across different contexts?”

Mathematics – Overall Judgement Weightings (Y7–8)

Number

Year 7

30%

Year 8

25%

Algebra

Year 7

20%

Year 8

25%

Measurement

Year 7

15%

Year 8

15%

Geometry

Year 7

15%

Year 8

15%

Statistics

Year 7

10%

Year 8

10%

Probability

Year 7

10%

Year 8

10%

What This Means

Number remains highly weighted across both year levels • Algebra becomes equally important in Year 8 • Teachers must consider achievement across ALL strands

School Involvement & General Comments

School Involvement

Celebrating participation across school life

Arts & Culture: Choir, Dance, Jazz Band, Kapa Haka, Pasifika, Orchestra, Bands, String Group

Academic: Literature Ext., Te Reo Māori Ext., Chess, Otago Maths, Mathex, Science Badges

Service: Enviro Group, Sports Shed, Flag Monitor, Library Monitors, Staffroom Monitors

Leadership: Kaiārahi, Sports, Wellbeing, Enviro, and Cultural Leaders

Weekly Sports: Basketball, Waterpolo, Netball, Hockey, Table Tennis, Badminton, Touch

General Comment

Holistic reflection of progress and next steps

TNIS Way: Values and learner profile attributes

Literacy & Numeracy: Overall progress and application

ATL: Independence, collaboration, self-management

Next Steps: Priority goals for continued growth

Whānau Support: Practical ways to help at home

Achievements: Successes across the term

Length: 1400–1500 characters

*The general comment should be read alongside the descriptors to understand both achievement **and** growth.*