



evaluation
associates
Te Huinga Kākākura
Mātauranga

Using assessment to make decisions about progress and achievement Yrs 1 - 10

NZAI Conference, 2026
Kaye Brunton



Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

*Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!*



Kaye

Ko Waimakariri te awa e māheua nei aku
māharahara
No Otautahi ahau
Ko whenua o tāku whānau a Ingarangi me
Airangi me Kōtirana
Ko Pakehā te tāngata
Kei te noho au ki Waikanae, Kāpiti
Ko Kaye Brunton toku ingoa.



Framing through questions

- What decisions need to be made?
- Why do these decisions need to be made?
- When do these decisions need to be made?
- How do these decisions need to be made?
- Who needs to make the decisions?



Why?

Who?

**What decisions
need to be made?**

When?

How?

What decisions need to be made?

Te Mātaiaho: Mātairea (a focus on progress)

How well am I supporting every student to progress and achieve across the curriculum?

How well is our school supporting every student to progress and achieve across the curriculum?



**How are the
kids doing
and how do
we know?**



What decisions need to be made?

Different levels of decision-making

Formative
(Thermostat)

- Day-by-day, moment-by-moment
- Ongoing
- Immediate
- Anecdotal
- Breaking down complex learning

Standardised
(Thermometer)

- Scheduled
- Agreed tool
- Moderated
- Accurate shared meaning
- Measuring the end goal



Why do these decisions need to be made?

What are we here for?

To support every student to attain their highest possible educational achievement and grow a love of lifelong learning in a safe, inclusive, and supportive environment.

(Te Mātaiaho, p 3)



Growing a love of lifelong learning | Mātaaitipu

Mātaaitipu hei papa whenuakura. | Grow and nourish a thriving community.

Our vision is to put ambition and achievement at the very heart of the education system, so that it is aspirational, equitable, and deeply inspiring — where lifelong learning is a journey, and every student is empowered to fulfil their unique potential. Our schools and kura will educate the innovators, carers, and leaders of tomorrow, fostering knowledge, responsibility, creativity, compassion, and curiosity. Education will be a source of enjoyment and purpose, embracing diversity and ensuring that every student — regardless of background — is supported to thrive. Together, we will build a future where learning is not just preparation for life but a vital part of living well.



Why do we need to make these decisions?

***So...how are our students going (progressing and achieving)
and how do we know?***

- *Progress and achievement – what's the difference?*
 - *Why do we need to take heed of both?*



Why do we need to make these decisions?

- *Progress and achievement – what's the difference?*
- *Why do we need to take heed of both?*

Did you talk about any of these...

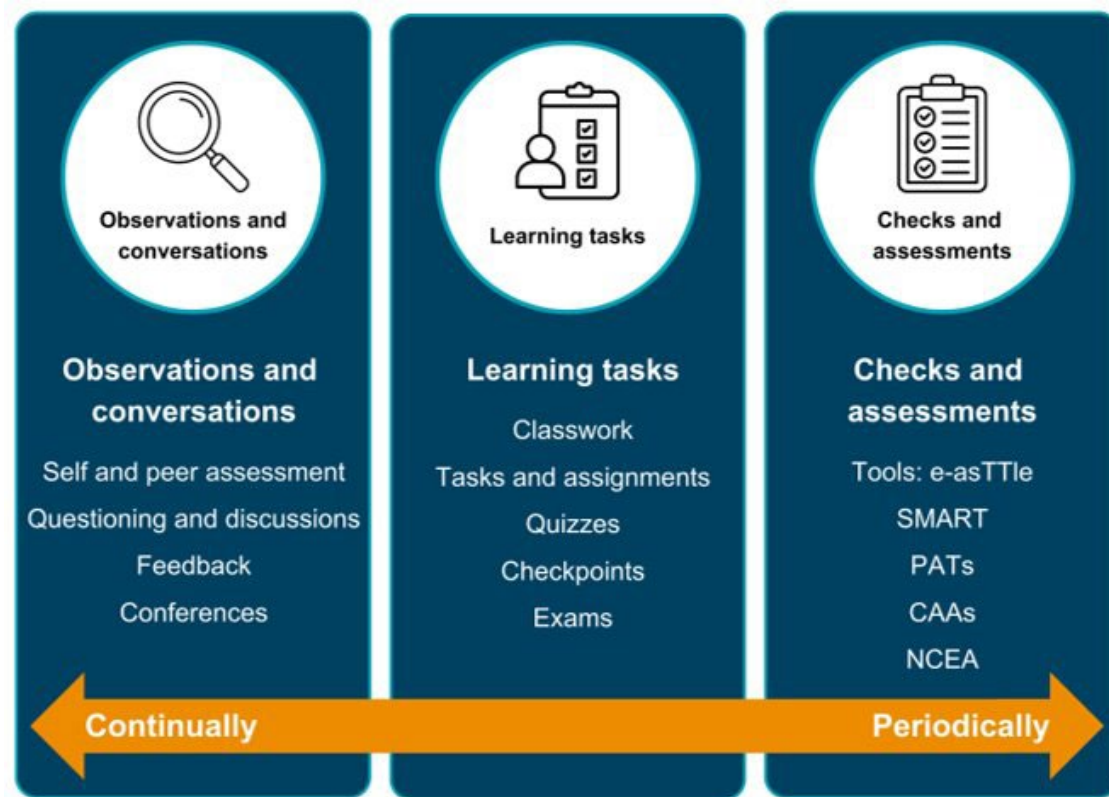
Early identification
Enrichment
Celebrating success
Goal setting
Building success and confidence
Informing/tailoring teaching
Bringing parents/whānau into the learning
Student agency

Other thoughts?



What decisions need to be made?

Combining formative and standardised evidence

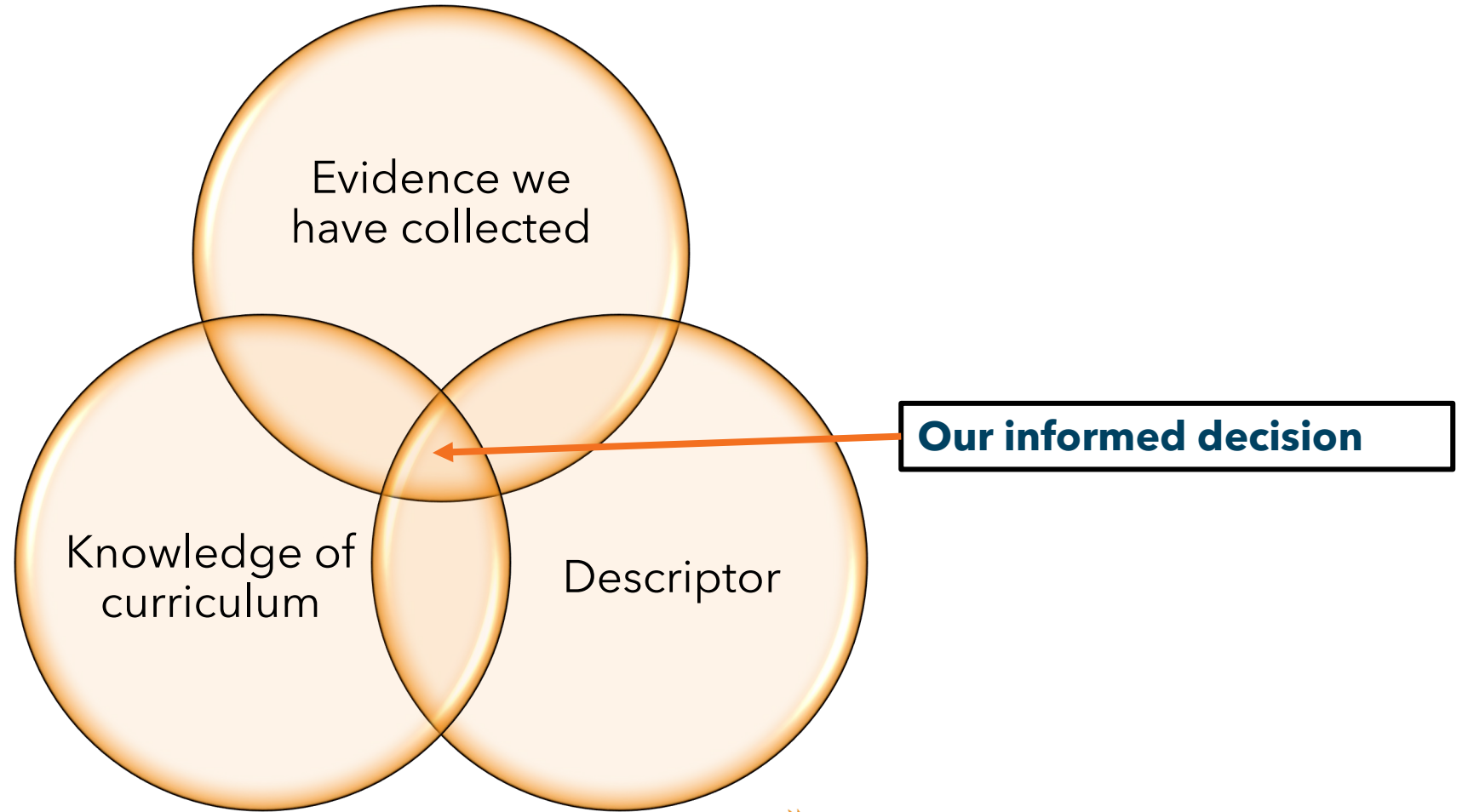


Daisy Christodoulou

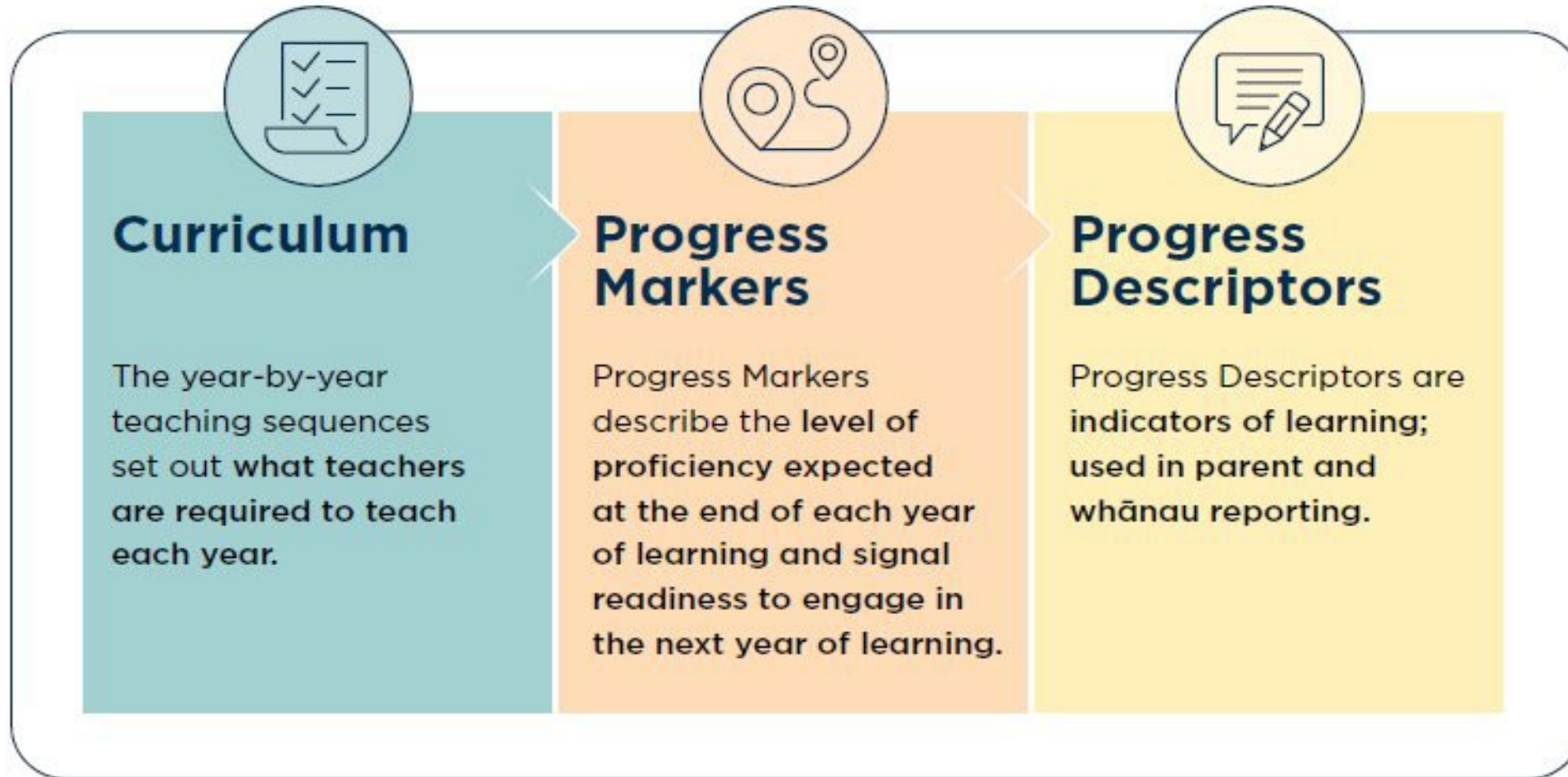
'Distinguish between end goal and steps along the way.'

Use scaled and comparative judgements to define end goal.'

How do these decisions need to be made?

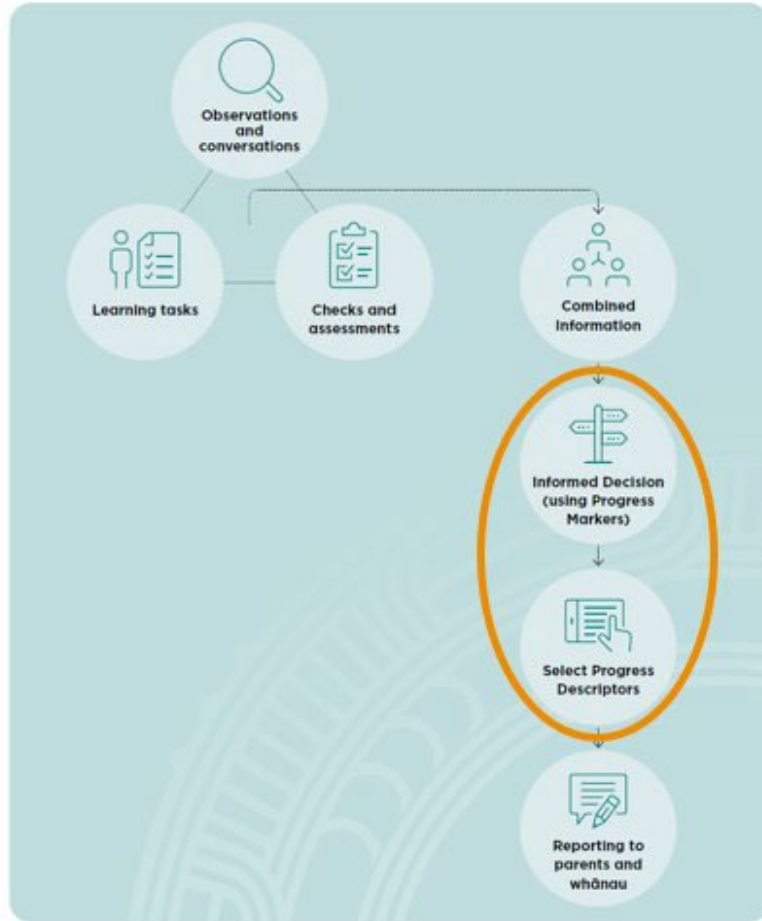


How do these decisions need to be made?



(Reporting to Parents and Whānau Years 7-10 Guidance for Teachers, p5)

How do these decisions need to be made?



Progress markers: Phrases that describe proficiency expected at the end of year of learning and are used to help teachers to select a progress descriptor for Years 0-10 in Reading, Writing, Maths and Statistics.

Progress descriptors: Single words that are used in parent and whānau reporting. There are five descriptors to help parents and whānau understand their child's progress and achievement: Emerging; Developing; Consolidating; Proficient; and Exceeding.

(Reporting to Parents and Whānau Years 7-10 Guidance for Teachers, p 16)

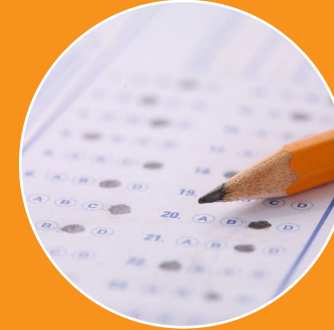
When do these decisions need to be made?



In the moment
Day by day
In group sessions
Through discussion
Ongoing, regular



Throughout the terms
Task based
Marked together, peer, self
Planned for, less regular



Agreed timepoints
Used as both stand-alone and
alongside other evidence
Scheduled



Who needs to make these decisions?

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The New Zealand Curriculum | Te Mātaihiko | 28 October 2025 | 7

Students in the decision-making process

Thinking about:

- the vision of our curriculum
- the need to monitor progress and achievement
- the balancing of evidence
- knowledge of curriculum and descriptors

Why would we involve students in the process?

Where and how can students be involved in the process?



And finally...

How do we make the best use of the decisions we make about progress and achievement?

Takes us back to the **'why'**
we make the decisions.

Use it or lose it...



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Te Huinga Kākākura
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Tūhono mai



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Mātauranga

