

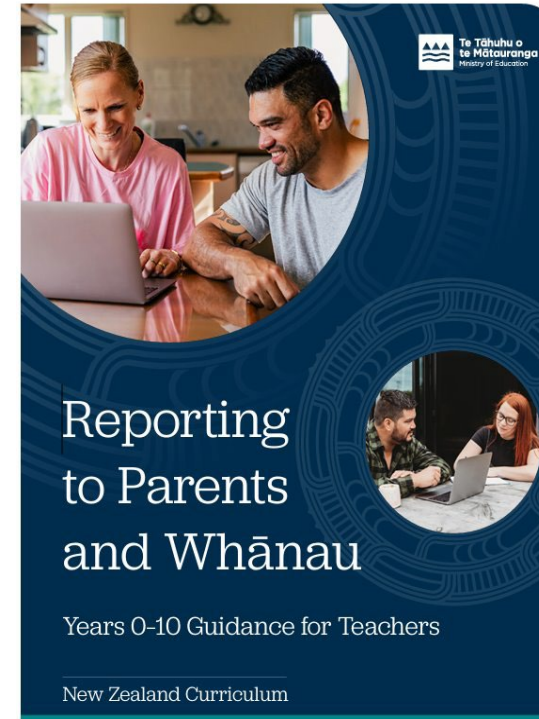
Reporting to Parents and Whānau

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What's in the Reporting to Parents package

- The aim of the reporting changes is to align reporting with the new curriculum and ensure consistent nationwide reporting on student achievement and progress.
- The comprehensive guide for teachers is available on Tāhūrangi along with one-page quick reference guides covering:
 - What's changing in 2026
 - What's changing in 2026 for Years 9 – 10
 - Curriculum Progress Markers and Progress Descriptors
 - Common Components
 - Reporting for diverse learners

Reporting to parents and whānau on Tāhūrangi



Reporting to Parents and Whānau Info-sheet

What's changing in 2026?

Improving Reporting to Parents and Whānau

We know many schools already have good practices in place for reporting to parents and whānau, but changes to the Years 0-10 New Zealand Curriculum (NZC), mean changes to reporting are required.

The aim of the reporting changes is to align reporting with the new curriculum and ensure consistent nationwide reporting on student achievement and progress.

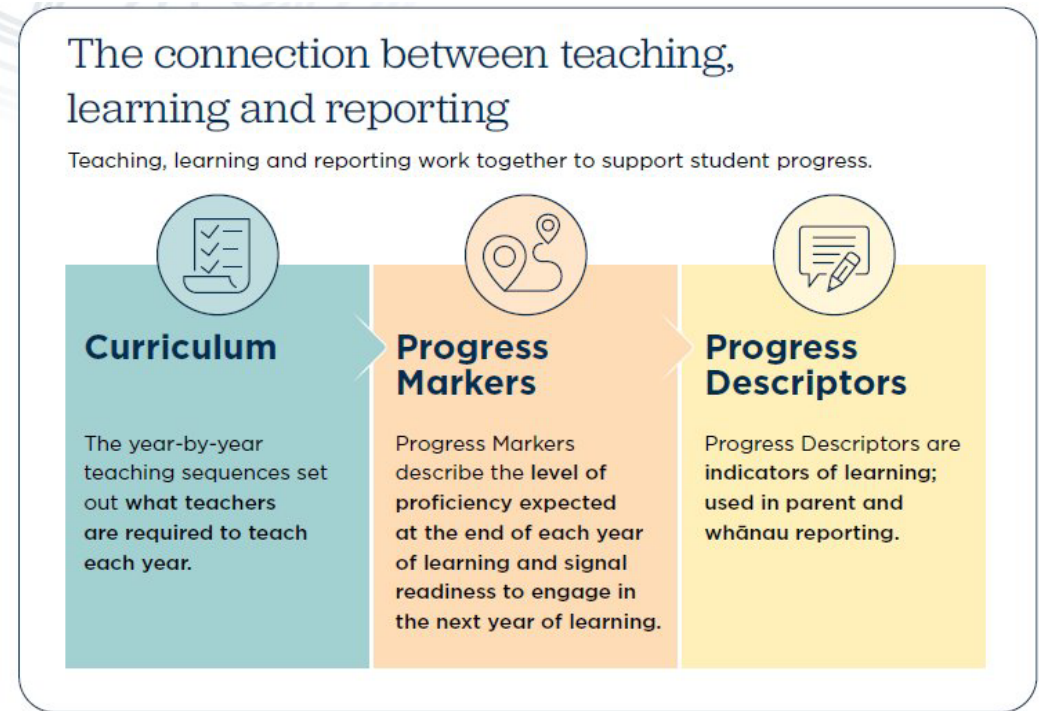
Reports will still be based on teacher judgements and assessments, but are now expected to include:

- new Progress Descriptors
- narrative about why the selected progress descriptor was chosen
- assessment results
- student progress over time
- attendance.

What's staying the same?	What's changed?
The regulatory requirements to report to parents and whānau have not changed.	Schools reporting against the new curriculum: Years 0-10 NZC English and Mathematics & Statistics.
Schools must use good-quality assessment information to report on progress and achievement.	Good quality assessment information including the use of one of the three specified twice-yearly assessment tools for reading, writing and maths from 2026: • SMART • PAT • e-asTTie (for 2026 only) • For Years 0-2 this also includes the Phonics Check.
The reports must: • be written in plain language, provided at least twice per year and • include student progress and achievement in literacy and maths.	From 2026, schools are expected to use the following Progress Descriptors in reports to parents and whānau for Reading, Writing and Maths, and the elements or strands in them, using: • Emerging • Developing • Consolidating • Proficient • Exceeding
	For Years 0-2 students, it's recommended that their first report is after 20 weeks at school, after the Phonics Check. Report timing can be linked to when the child started, or could be in addition to regular twice-yearly reports.

Connection between teaching, learning and reporting

- **Curriculum:** The year-by-year teaching sequences set out what teachers are required to teach each year.
- **Progress Markers:** Progress Markers describe the level of proficiency expected at the end of each year of learning and signal readiness to engage in the next year of learning.
- **Progress Descriptors:** Progress Descriptors are indicators of learning; used in parent and whānau reporting.



Progress Markers (PMs)

Progress Markers describe the level of proficiency expected at the end of one year of learning. The concept of proficiency is central to a knowledge-rich curriculum.

Proficiency at the end of year signals readiness to engage in the next year of learning.

Purpose of PMs

- Provide year-level benchmarks for expected student and mokopuna proficiency in Reading, Writing, Maths, Pāngarau, Pānui and Tuhituhi.
- Support alignment between curriculum, assessment, aromatawai, and reporting.

Progress Descriptors for reporting

There are FIVE progress descriptors:

Emerging

Developing

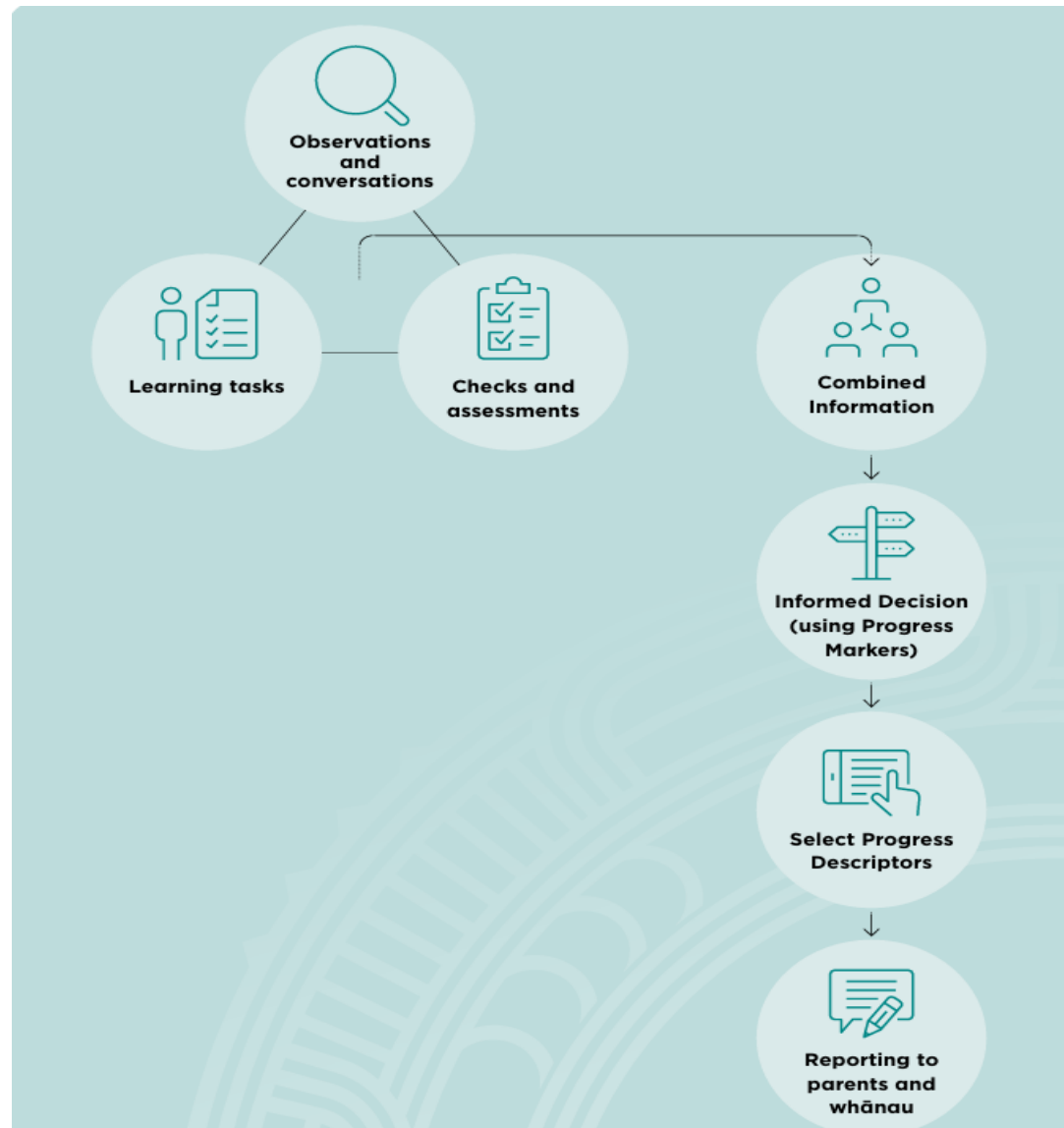
Consolidating

Proficient

Exceeding

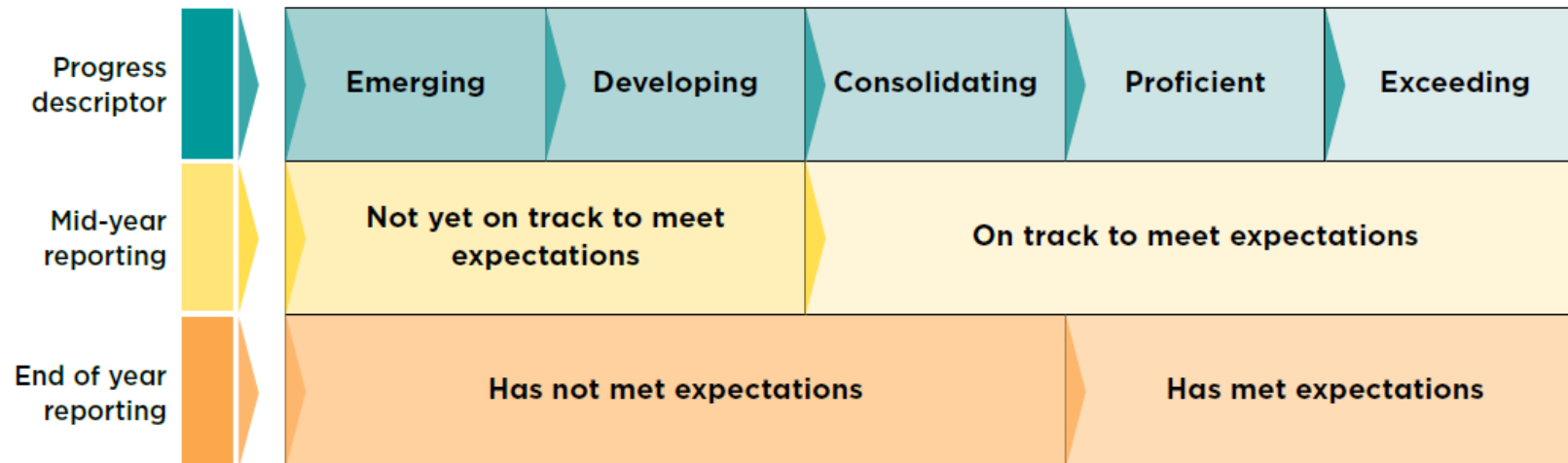
Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	Students: - Understand some concepts and strategies for learning with significant guidance and assistance. - 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.	Your child: - Is beginning to understand some learning ideas for their year level with a lot of support. - Can sometimes use knowledge they've learned, but usually needs help to do so. - Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
2 Developing Students are making some progress towards curriculum expectations for their year level.	Students: - Understand concepts and strategies for learning with some guidance. - Can learn facts and apply knowledge, in familiar contexts with some support. - Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Your child: - Is starting to understand key ideas, often with some support. - Can remember facts and use what they've learned in familiar situations, with a bit of help. - With the right support, your child is making progress towards the expectation for their year level.
3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Students: - Apply familiar strategies to reinforce their learning with increasing independence. - 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.	Your child: - Is learning to use helpful techniques on their own to support their learning. - Is getting better at remembering and using what they have learned. - Is starting to use what they know in new and different situations. - Can share their ideas and is beginning to talk about what they would do better.
4 Proficient Students are meeting curriculum expectations for their year level.	Students: - Can consistently apply learning strategies confidently, accurately and independently. - Can independently use their knowledge in a variety of situations. - Can often apply knowledge to new contexts. - Can reflect on and explain their ideas clearly, explain their reasoning and apply this to improve their learning. - Often shares their ideas to grow and build knowledge.	Your child: - Can use helpful learning techniques on their own and knows how to use them well. - Can use what they've learned in different situations without help. - Can often use what they know in new situations. - Can share their thoughts clearly and explain their reasoning. - Often shares their ideas to build knowledge.
5 Exceeding Students are exceeding curriculum expectations for their year level.	Students: - Use higher level thinking strategies to reflect on their learning. - 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.	Your child: - Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. - Can link what they've learned in one area or situation to another. - Can build on their ideas and show deeper understanding. - Can use what they've learned in thoughtful and creative ways to understand more challenging ideas. - Tests and challenges ideas to create deeper knowledge.

Quality assessment practices remain central to quality reporting



Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



What's in a report?

Reports will still be based on teacher judgements and assessments, but are now expected to include the following five **Common Components**:

- Progress descriptors
- A narrative
- A visual representation of the student's progress over time
- Specified assessment results
- Attendance

Reading

Progress Descriptor: Consolidating

Narrative:

Rachel is on track to meet end-of-year expectations. She is showing strong skills in reading both familiar words and new words she hasn't seen before. She is becoming a fluent reader and is developing her ability to use clues in the text to make sure what she reads makes sense, as well as connecting ideas across different texts to deepen her understanding.

Rachel's next learning steps:

- Find the main message or idea in a text and explain how the key details support it
- Make predictions and connections within the text using both clearly stated and hinted-at information
- Connect what she reads to her own knowledge and experiences

How you can support Rachel at home:

- Read recipes, instructions, maps, diagrams, signs and text messages. It will help your child to understand that words can be organised in different ways on a page, depending on what it's for
- Take Rachel to the library and help her choose a variety of books she wants to read and help her look for books about topics she is learning about at school
- Encourage Rachel to read books aloud to family members (siblings, aunts, grandma and cousins)

Word recognition



Comprehension



Critical analysis



Assessment results:

SMART

Consolidating
(Score 64%)

This assessment result contributes to the overall descriptor of progress and achievement for this child | mokopuna.

Attendance:

96% of days attended

Reading	Rachel Smith, Mid-year report				
	Years 1-4				
	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year → end year		
Year 2		mid year → end year			
Year 3			mid year → end year		
Year 4			mid year		

Reporting and assessment requirements and expectations for 2026

Curriculum, assessment and reporting for 2026: **Years 0-8** The New Zealand Curriculum



There are changes for Years 0-10 English and Mathematics & Statistics as set out below.

Schools will need to make a start by developing, and then implementing, a plan that achieves full implementation as soon as practicable over the course of 2026. We understand schools have different contexts and that some schools may not be ready for full implementation of new or

updated regulatory requirements and expected practice from day one. We are here to support you with implementing these changes. Please note, there are no changes in 2026 to the curriculum, assessment, and reporting requirements for the other pre-existing learning areas, or for Years 11-13.

Years 0-8: **Regulatory requirements for curriculum and assessment in 2026**

Curriculum Statements

Years 0-10 English and Mathematics & Statistics (including assessment requirements)

Teach:

In full to all Years 0-8 students.

Keep meeting Years 0-8 Reading, Writing and Maths teaching time requirements.

Assess:

Have systems and strategies in place to closely monitor student progress and achievement. You need to actively assess student progress in relation to the year-by-year teaching sequences, using **effective assessment practices**.

The following specified assessments must occur:

- The Ministry of Education's **Phonics Checks** at 20 weeks and 40 weeks
- **Twice-yearly assessments for each student in Years 3-8** to monitor their progress in Reading, Writing and Maths using one of the following tools. Choose between:
 - SMART (Student, Monitoring, Assessment and Report Tool), provided by the Ministry of Education; or
 - PATs (Progressive Achievement Tests), provided by the New Zealand Council for Educational Research; or
 - e-asTTie (during 2026 only), provided by the Ministry of Education.

The specified assessments must be used in conjunction with other formative assessment approaches that are part of the school's systems and strategies for monitoring student progress and achievement.

To ensure consistency in how teachers make and communicate informed decisions about their assessment of each student's progress across the curriculum:

- The **common progress descriptors**, Emerging, Developing, Consolidating, Proficient, and Exceeding must be used.
- Make an informed decision on the **progress descriptor for each knowledge strand**.
- Use the strand level information to make an informed decision, as part of assessment, on the **overall progress descriptor for each learning area**.

Gazette notice 2025-s17165 issued the curriculum statements under section 90 of the Education and Training Act 2020:

- [The New Zealand Curriculum - English Years 0-10](#)
- [The New Zealand Curriculum - Mathematics and Statistics Years 0-10](#)

Reporting Regulations: [Duty to report on progress and achievement of students](#)

Years 0-8: **Regulatory requirements for reporting in 2026**

Reporting Regulations

Schools must start reporting against the new Years 0-10 English and Mathematics & Statistics curriculum statements. There is no change to the reporting regulations at this time.

Reports must:

- be written in **plain language**
- include the student's progress and achievement **across curriculum statements** and in **literacy and mathematics**
- be provided at least **twice per year**.

Years 0-8: **Expected practice in 2026** (*this is not part of regulatory requirements*)

Assess:

Begin to use the **Progress Markers for Reading, Writing and Maths** to support consistency in informed decisions about literacy and mathematics progress across the teaching sequences in the curriculum statements. Progress Markers are available on [Tāhūrangi](#).

Report:

To achieve clear and consistent reporting across the country, it is expected that all school reports to parents and whānau for Reading and Writing (literacy) and Mathematics will begin to include:

- common progress descriptors based on informed decisions – Overall and for each element of Reading, overall and for each element of Writing, and overall and for each strand of Mathematics & Statistics
- a visual representation of progress over time
- a narrative about why the progress descriptor was selected, and how parents and whānau can support their child's next learning steps at home
- assessment results from the Phonics Check or twice-yearly assessments (as appropriate), or let parents know where they are available.

Reports are also expected to include an attendance record.

See the new [reporting exemplars, guidance](#) and [PLD](#) available on Tāhūrangi.

Reporting Rubrics Example

Year 7 Maths Reporting Rubric

Strands	By the end of Year 7, students who are proficient in Mathematics can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
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Year 7 Reading Reporting Rubric

Elements
By the end of Year 7,
students who are proficient in

Emerging Developing Consolidating Proficient Exceeding

Students:	Students:	Students:
• apply familiar strategies to reinforce their learning with increasing independence • 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.	• can consistently apply learning strategies confidently, accurately and independently • 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.	• use higher level thinking strategies to reflect on their learning • 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.

describe a student's progress.
ing area.

g a Progress Descriptor to describe a student's progress.
learning area.

Year 8 Writing Reporting Rubric

Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
At the end of Year 8, students who are proficient in writing can independently:					
Transcription • express and record their ideas using both handwriting and keyboarding, demonstrating accurate spelling and correct use of a range of punctuation	Students: • understand some concepts and strategies for learning with significant guidance and assistance	Students: • understand concepts and strategies for learning with some guidance • 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: • apply familiar strategies to reinforce their learning with increasing independence • 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 consistently apply learning strategies confidently, accurately and independently • 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: • use higher level thinking strategies to reflect on their learning • 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.
Composition • plan and write multi-paragraph texts that deliberately combine modes and text types to suit the purpose • when writing to entertain, sequence events, thoughts, or experiences clearly, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows logically from the rest of the text • when writing to inform, clearly introduce the topic, provide a preview of what will be covered, organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases, and write concluding paragraphs highlighting the most important points • when writing to persuade, introduce a preferred position, acknowledge alternative or opposing views, support their position with logical reasoning and relevant evidence, and conclude by restating their position	Students: • understand some concepts and strategies for learning with significant guidance and assistance • 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: • understand concepts and strategies for learning with some guidance • 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: • apply familiar strategies to reinforce their learning with increasing independence • 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 consistently apply learning strategies confidently, accurately and independently • 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: • use higher level thinking strategies to reflect on their learning • 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, flow, and clarity of the writing.					

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.

The Parent Portal

Mā ngā mātua me te whānau
Parents and caregivers

Ngā kaiwhakarato me ngā kaikirimana
Suppliers and providers

Ā mātou mahi
Our work

Home > Parents and caregivers > Schools (Year 0–13) > Parent Portal

Guide to your child's reporting and progress

Find out how the new New Zealand Curriculum reports work and what they show about your child's progress.

ON THIS PAGE

↓ Overview

↓ Progress descriptors

↓ Is my child on track

↓ How teachers will select progress descriptors

↓ Your child's report

↓ Children with complex learning needs

↓ Discussing reports with your child

THIS PAGE IS FOR

Parents and caregivers

[Guide to your child's reporting and progress - Ministry of Education](#) on the Parent Portal

What you can expect in Term 2 2026

A broader package of support and guidance will be ready for schools to use by the start of Term 2 including:

- Guidance for school leaders
- Guidance for school boards
- Full set of rubrics to help teachers make informed decisions
- Webinars and training videos
- Further exemplars for Years 2, 7 and 9
- Further guidance on reporting for learners with complex learning needs



Where to find more information:

[NZC: Reporting to Parents and Whānau](#)

Keep up to date with changes by reading the [Ministry of Education School Bulletin](#).

Any questions? Get in touch via Reporting.ToParents@education.govt.nz

Questions?



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

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equitable and excellent outcomes.



**Te Kāwanatanga
o Aotearoa**
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