



Reporting Essentials:

Curriculum, Progress Markers, and Progress Descriptors

The connection between teaching, learning and reporting

Teaching, learning and reporting work together to support student progress.



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

Progress Markers are the connection between curriculum, assessment, and reporting. They explain the learning students are expected to achieve each year, according to the Year 0-10 English and Mathematics & Statistics learning areas.

Progress Markers describe the proficiency expected at the end of each year of learning, which signals readiness to engage in the next year of learning. If proficiency is not achieved by the end of the year, the next year

of learning should deliberately strengthen foundational knowledge using the teaching sequence, explicit and responsive instruction, and ensure sufficient time and support are allocated to key concepts to enable progress.

They are also designed to help teachers to select appropriate progress descriptors when reporting to parents and whānau.

For a full list of Progress Markers, please see the [Reporting to Parents and Whānau](#) page on Tāhūrangi.



Progress Descriptors

Descriptors are clear, nuanced, and positive. They help identify where a child is achieving, and what is needed to progress. The goal for the end of the year is that students reach 'Proficient' or 'Exceeding', showing they have the foundation and knowledge to access learning the next year.

Teachers must choose a Progress Descriptor for each element or strand of the learning area that has been taught to date, and then assign an overall progress descriptor that best reflects how the student is tracking towards meeting end-of-year proficiency.

Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas
Proficient	Students are meeting curriculum expectations for their year level
Exceeding	Students are exceeding curriculum expectations for their year level



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