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Mathematics
Writing

Summary of the 2024 National Assessments

Mathematics and Writing

Curriculum Insights and Progress Study | National Monitoring Study of Aotearoa / Te Aroturuki o Aotearoa
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Te Tāhuhu o te Mātauranga Ministry of Education

Executive Summary of the 2024 National Assessments: Mathematics and Writing

In 2024, the Curriculum Insights and Progress Study (Curriculum Insights) conducted national assessments in mathematics and writing at Years 3, 6, and 8 using nationally representative samples of students from English-medium state and state-integrated schools. Mathematics was assessed for the second time, enabling comparisons with 2023 results, while 2024 marked the first administration of the writing assessment.

These assessments provide an early indication of student achievement against the expectations of the refreshed curriculum, but results should be interpreted with care due to the newness of refreshed curriculum material and the early state of its implementation in schools.

Interpretation and use of benchmarks

Curriculum Insights conducts benchmarking exercises to establish score thresholds used to identify the proportion of students meeting end-of-phase curriculum expectations.

For the 2023 assessment, it developed provisional benchmarks for mathematics based on the 2023 draft version of the mathematics and statistics learning area of the New Zealand Curriculum. These benchmarks were established through a systematic benchmark setting exercise carried out in 2024 and were used to report on the 2023 results. For the 2024 results, these benchmarks were applied once again.

For writing, which was assessed for the first time in 2024 and benchmarked using the latest curriculum content in April 2025, the proportions of students achieving above the benchmarks offer a starting point for understanding student performance in relation to refreshed expectations.

However, these figures may also reflect the inherent complexity of assessing writing, the challenge of judging what students should be able to produce under assessment conditions, and the limited classroom familiarity with the refreshed curriculum goals at the time of assessment. The assessment processes are likely to evolve as curriculum materials are finalised and implementation becomes more fully embedded.

Key findings

- **Mathematics:** Average achievement remained stable at all three year levels between 2023 and 2024. Overall, 22% of Year 3 students, 30% of Year 6 students, and 23% of Year 8 students met the provisional curriculum benchmarks.
- **Writing:** Overall, 41% of Year 3 students, 33% of Year 6 students, and 24% of Year 8 students met the curriculum benchmarks set for writing. Year 8 scores showed no statistically significant change from a similar assessment conducted in 2019, indicating stable performance over time.
- **Equity patterns:** Achievement varied by equity index, ethnicity, and gender.
- **Student attitudes:** Across both subjects, students' enjoyment of learning and confidence in their abilities were positively associated with achievement. Year 3 students reported the highest levels of enjoyment and confidence, with a decline observed at higher year levels.

Contents

He Mihi

Ka toro te reo o mihi ki ngā kura, ngā tauira me ngā kaiako i whai wāhi ki a mātou te āta kohikohi raraunga. Nā tō koutou āwhina nui, kua mahea te kite me pēhea tātou e anga whakamua ngā ākonga puta noa i a Aotearoa.

The research team would like to acknowledge the kura | schools and kaiako | teachers involved in gathering the data. Their support enables us to provide insights into the ako | learning and achievements of ākonga across Aotearoa.

Introduction

This document provides a summary of the 2024 mathematics and writing national assessments for the **Curriculum Insights and Progress Study** (Curriculum Insights). It supplements the information available in two dashboard reports and an interactive data window.

The document is structured in three parts:

Part 1: A brief overview of Curriculum Insights and the 2024 national assessment programme.

Part 2: An introduction to the 2024 achievement measure for mathematics, along with a summary of the results.

Part 3: An introduction to the 2024 achievement measure for writing, along with a summary of results.

Part 1: Overview of the Curriculum Insights and Progress Study

Part 1 provides a brief overview of Curriculum Insights and introduces the 2024 national assessment programme.

Purpose and features

Launched in 2023, Curriculum Insights monitors student achievement and progress at Years 3, 6, and 8. Curriculum Insights aims to generate findings that support system improvement and inform educational practice. The study is run by the University of Otago and the New Zealand Council for Educational Research under contract to the Ministry of Education.

Curriculum Insights is focused on three overarching research questions:

1. How are New Zealand students at Years 3, 6, and 8 in state and state-integrated English-medium schools achieving in relation to the progression model described by the New Zealand Curriculum?
2. What contextual variables at the student, classroom, and school level contribute to the broad notion of student progression described by the New Zealand Curriculum?
3. What insights, based on data related to student achievement and the context in which it occurs, can be generated to drive actionable steps that support the aspirations of the New Zealand Curriculum for all ākonga?

The study carries out two assessment programmes involving the same nationally representative samples:

- **Foundation assessments** monitor progress in reading, writing, and mathematics and are administered by school staff in the participating schools. In 2023, mathematics and reading were assessed; in 2024, mathematics and writing. All three areas will be assessed each year from 2025.
- **Learning area assessments** provide insights and exemplars and explore the contextual factors that influence student progress in two learning areas of the curriculum each year. In 2024, these were mathematics and statistics, and science. The programme is administered by trained Teacher Researchers.

The schools and students in the samples are expected to participate in both the foundation assessments and learning area assessment programme.

The study also includes a Research Panel of 40 schools. This panel enhances the study's explanatory power by enabling timely research on curriculum-related issues and piloting of research tools.

Curriculum Insights builds on two previous assessment studies: the *National Monitoring Study of Student Achievement* (NMSSA, 2011-2022), and the *National Education Monitoring Project* (NEMP, 1995-2010).

The 2024 foundation assessments

The 2024 foundation assessments in mathematics and writing were administered in early Term 4. As noted, this was the second time that mathematics had been assessed as part of the foundation assessment programme and the first time writing had been assessed.

These foundation assessments were developed during a period of curriculum change and will continue to evolve as the curriculum is finalised. This includes possible refinements to the content and processes of the assessments themselves.

As many schools are still in the process of implementing the refreshed New Zealand Curriculum, results should be interpreted with care. They offer an early indication of student performance against emerging expectations, not a definitive measure of achievement.

Sampling

A two-stage sampling process—modelled on the approach previously used by NMSSA—was employed to select students for the study.

In the first stage, two random samples of 80 schools each were selected, stratified by region and equity index. One sample comprised schools catering to Years 3 and 6, and the other comprised schools catering to Year 8. The probability of a school being selected was proportional to its roll size.

In the second stage, a random sample of up to 27 students was drawn from the relevant year level at each participating school.

The samples included students from state and state-integrated English-medium schools across New Zealand. For each selected school, potential replacement schools were also chosen.

The numbers of schools and students that participated in the 2024 mathematics and writing assessments are shown in Table 1.

Table 1: Achieved samples for 2024 mathematics and writing

Year Level	Number of schools participating in mathematics	Number of students assessed in mathematics	Number of schools participating in writing	Number of students assessed in writing
3	70	1500	69	1486
6	72	1561	72	1391
8	70	1424	68	1167

Development of achievement measures

To ensure accurate and reliable achievement estimates for the student population, the study employed plausible values—multiple imputed estimates of student achievement that integrate assessment performance with relevant contextual information. The Rasch model was used to create a measurement scale and analyse students' responses to assessment items. A latent regression model then combined these responses with background variables, such as year level and school characteristics, to produce a posterior distribution of achievement estimates for each student, enabling robust population-level statistics.

Rather than assigning a single test score to each student, plausible values are drawn from this distribution. Each value represents a plausible estimate of the student's true achievement, based on their responses and background information.

This approach enhances the accuracy of group-level reporting by:

- accounting for uncertainty in measuring achievement from a limited set of test items
- preserving the variation in achievement across the population.

Population statistics, such as average scores and proportions meeting curriculum benchmarks, are calculated by averaging across these sets of plausible values. This ensures that reported results reflect the range of likely achievement outcomes, rather than relying on a single estimate.

Weighting

Weighting was used to adjust for any under or over representation of sub-groups within the achieved sample of students.

Standardising the scales

The Rasch model produces scores that use logit units. The development team chose to transform the logit scores so that the average score in both foundational areas at Year 8 was about 800 scale score units and the standard deviation about 100 units.

Part 2: Mathematics

Part 2 introduces the 2024 achievement measures for mathematics and provides a summary of the results. Detailed statistics relating to the achievement information can be found using the online data window available on the Curriculum Insights website.

The mathematics assessment

The national mathematics assessment was originally developed and prepared by the study team between February and June of 2023. The development work was supported by an advisory group who collaborated with the team to write an evaluative framework document used to guide the assessment development.

The assessment focused on key aspects of mathematics as described in the 2023 draft version of the New Zealand Curriculum. It drew primarily on previously developed material from the National Monitoring Study of Student Achievement (NMSSA), supplemented by new items created specifically for the national mathematics assessment. In 2024, additional items were introduced in response to findings from the 2023 assessment and to reflect ongoing developments in the curriculum.

The mathematics assessment aimed to evaluate students' knowledge of important mathematical concepts across number, algebra, geometry, measurement, statistics, and probability. Many items were embedded in real-world or culturally relevant contexts to encourage engagement and application of ideas.

The assessment was delivered through an online platform using an adaptive algorithm and included both selected-response and short-answer questions. All items had an audio option, allowing them to be read aloud to students. The computer adaptive design adjusted item difficulty based on student responses, helping to ensure that each student engaged with tasks suited to their level of understanding.

Each student answered approximately 30 questions.

Development and trialling

As has been noted, the mathematics assessment combined existing NMSSA items with newly developed material. The new items were developed through a structured item development process involving initial design, small-scale piloting, larger school-based trials, and iterative review. Items were tested for clarity, engagement, and technical performance, with feedback from students, teachers, statisticians, and assessment experts informing final revisions.

Item development was guided by the 2023 draft version of the New Zealand Curriculum and aimed to ensure cultural inclusivity, minimise language and accessibility barriers, and reflect the diverse contexts in which students learn.

The national mathematics assessment item bank is being progressively developed and maintained to support the ongoing mathematics assessment programme. This includes regularly monitoring item performance and curriculum coverage to ensure the bank remains valid, reliable, and aligned with the curriculum. Outdated items are either revised or replaced. All items are psychometrically reviewed, and those that do not perform as expected—for example, showing poor discrimination, low reliability, or inconsistent fit with the measurement model—are removed from the item bank.

Administration

The 2024 national mathematics assessment was administered at the beginning of Term 4. Teachers in the sampled schools conducted the mathematics assessments using school devices.

When completing the assessment, students were able to access any teacher aide or technological support normally available to them. This did not include the use of calculators.

Marking

The mathematics assessments were delivered through NZCER's online platform using a computer adaptive algorithm. All student responses were automatically marked, ensuring consistent and efficient scoring. The adaptive algorithm selected items in real time based on students' previous responses, and the scoring engine simultaneously recorded and evaluated each answer.

Alignment with curriculum expectations

Achievement results for Years 3, 6, and 8 are reported using a common scale constructed with the Rasch model.

To report the proportion of students who have met end-of-phase curriculum expectations, provisional benchmark scores used previously to report against 2023 data were applied to results for 2024. These benchmarks were established through a systematic benchmark setting exercise carried out based on the 2023 draft version of the mathematics and statistics learning area of the New Zealand Curriculum.

While the refreshed mathematics and statistics learning area for Years 0–8 became mandatory for schools to use from January 2025, reusing the provisional benchmarks allows for consistent comparisons between results for 2023 and 2024.

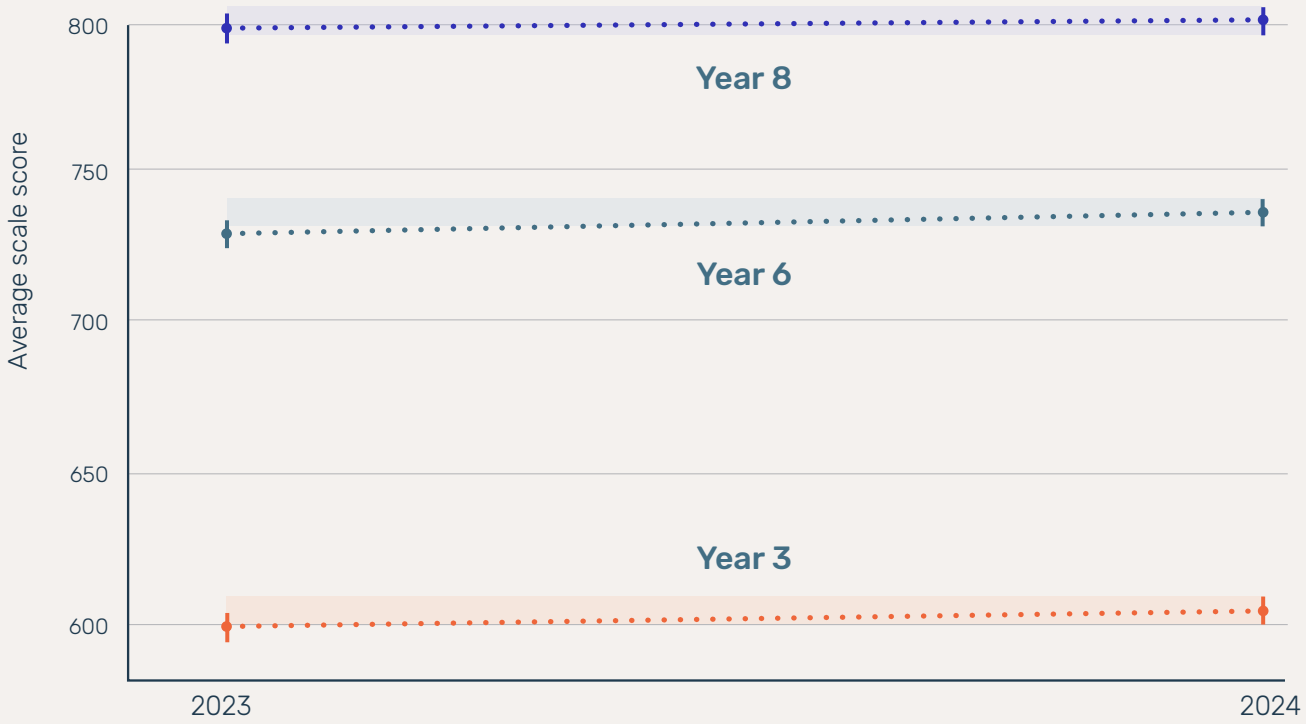
Key achievement findings

Key achievement findings are provided below. The data window available on the study website can be used to generate detailed information about the results for each assessment.

There was no statistically significant change in average achievement at Years 3, 6, and 8 from 2023 to 2024 (see Figure 1).

There was no statistically significant change in the average scores at Years 3, 6, and 8, between 2023 and 2024

Figure 1: Comparison of average mathematics scale scores by year level (2023–2024)

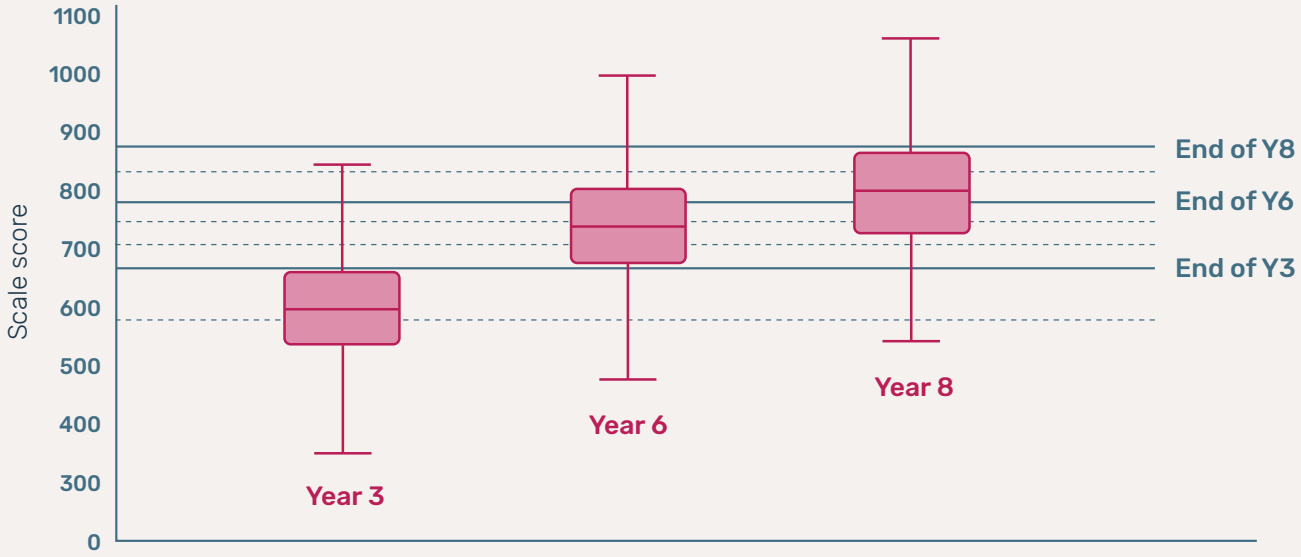


Overall, 22% of Year 3 students, 30% of Year 6 students, and 23% of Year 8 students met the provisional end-of-phase curriculum expectations.

Figure 2 brings together the common scale and the provisional benchmark scores for 2024 to show the distributions of student achievement at each year level.

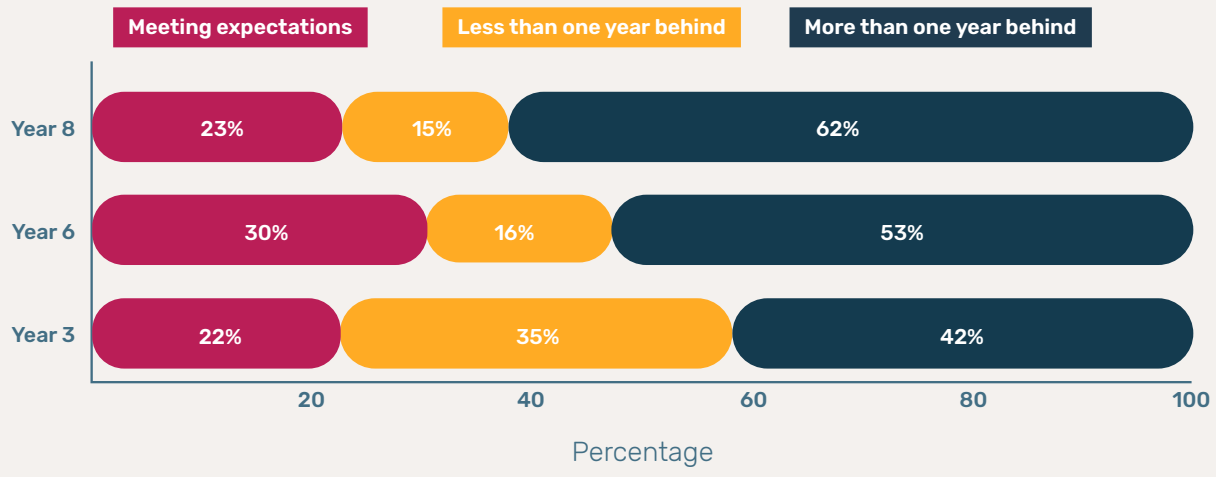
The solid horizontal lines in the graphic show the provisional benchmark scores. The dashed horizontal lines (from bottom to top) indicate expected achievement at the beginning of Year 3, and end of Years 4, 5, and 7, respectively. They are estimated using the Years 3, 6, and 8 provisional benchmark scores.

Figure 2: Distribution of student achievement on the 2024 national mathematics assessment, by year level



Application of the provisional benchmark scores indicate 22% of Year 3 students, 30% of Year 6 students, and 23% of Year 8 students met end-of-phase expectations (see Figure 3). Note, that each proportion shown in the figure has a 95 percent confidence interval of approximately plus or minus 3 percentage points.

Figure 3: Percentage of students meeting curriculum expectations based on the 2024 provisional benchmark scores



Comparison with 2023

The table shows that the proportions of students achieving at or above the provisional benchmarks in 2023 were broadly similar to those in 2024 across all year levels. This is not surprising, given that there was no statistically significant change in the average score at any of the three year levels between 2023 and 2024.

Table 2: Comparison of the proportion of students achieving at or above end-of-phase curriculum expectations in 2023 and 2024 based on provisional benchmark scores, by year level

	2023		2024	
Year Level	**Proportion (%)**	**95% Confidence Interval (%)**	**Proportion (%)**	**95% Confidence Interval (%)**
3	20	(17, 24)	22	(20, 25)
6	28	(24, 31)	30	(28, 33)
8	22	(19, 26)	23	(20, 25)

There were statistically significant differences in average scores across socioeconomic contexts, ethnic groups, and gender

Achievement patterns varied across student groups.

Across all year levels, students attending schools with lower Equity Index (EQI) ratings—which indicate fewer socio-economic barriers—tended to achieve higher average scores than those attending schools with higher EQI ratings. Ākonga Māori and Pacific learners were more likely than other learners to attend schools with higher EQI ratings, reflecting greater levels of socio-economic challenge.

On average, ākonga Māori scored below non-Māori learners, and Pacific learners scored below non-Pacific learners, across all three year levels.

In terms of gender, boys scored higher on average than girls at each year level. However, the size of the gender difference remains modest at each year level. Within each sample, the scores for boys were also more spread out than scores for girls.

Students' attitude to mathematics and their confidence as mathematicians

At the end of the assessment, students were asked whether they liked learning maths and whether they believed they were good at it. Students at all year levels responded using a five-point scale: ***Strongly agree, Agree, Not sure, Disagree, and Strongly disagree***.

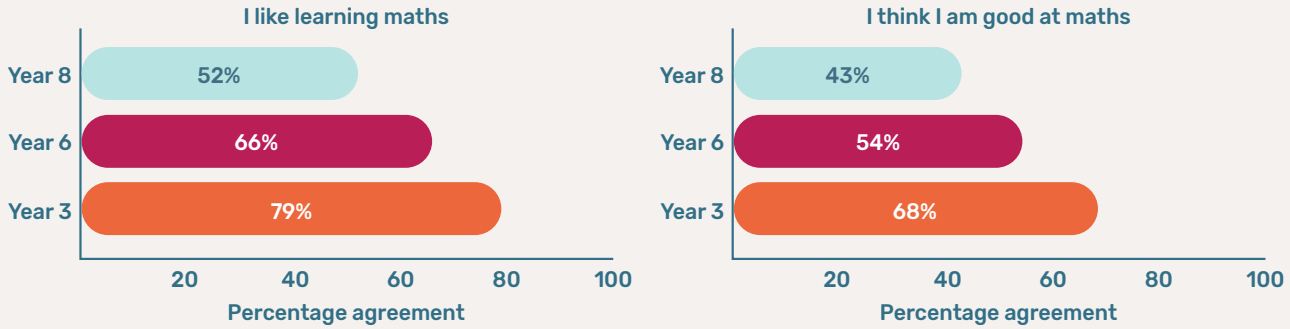
Figure 4 shows the proportion of students at each year level who expressed agreement with these statements.

Students in Year 3 were more positive about mathematics and more confident in their own mathematical ability than students in later year levels

Students in Year 3 were more likely than those in Years 6 and 8 to agree that they liked learning maths and thought they were good at it. Across all year levels, students were more likely to express enjoyment in learning maths than confidence in their mathematical ability.

There was a statistically significant linear relationship between both enjoyment and achievement, and confidence and achievement ($p < .05$). In both cases, these relationships appeared to strengthen as students progressed through the year levels.

Figure 4: Percentage of students, by year level, who like learning maths (attitude) and think they are good at it (confidence)



Examples of student strengths, areas for development, and next steps

Students performed more strongly in some areas of the assessment than others. Table 3 shows selected item descriptions that illustrate this variation, grouped into areas of strength (what most students can do), areas for development (what some students can do), and next steps for learning (what many students find challenging). These groupings are based on overall patterns of achievement across the sample and are intended to highlight both current strengths and potential focus areas for future teaching and learning.

It's worth noting that many of the mathematical concepts in the 'what many find challenging' column were not explicit expectations at these year levels in the 2007 New Zealand Curriculum.

Table 3: Selected item descriptions that show strengths, areas for development, and next steps, by year level

Year 3 Students		
What most can do	**What some can do**	**What many find challenging**
Following directions on a map	Adding numbers up to 100	Solving a simple equation
Identifying one third of a shape	Solving simple division problems	Identifying the unit of repeat in a pattern
Ordering whole numbers	Knowing how many 10s are in a 3-digit number	Adding unit fractions with same denominator
Year 6 Students		
What most can do	**What some can do**	**What many find challenging**
Estimating 2-digit multiplication	Adding simple decimals with renaming	Dividing a 3-digit number by a 1-digit number
Recognising 2D views of 3D shapes	Finding 25% of a 2-digit number	Finding the fraction of a whole number (e.g., 4/5 of 60)
Ordering unit fractions	Calculating elapsed time	Adding/subtracting fractions with mixed numbers
Year 8 Students		
What most can do	**What some can do**	**What many find challenging**
Solving problems with negative numbers	Rotating a shape by a specific angle	Using the order of operations
Working with basic ratios	Formulating a simple linear equation	Adding fractions with unrelated denominators
Identifying the largest decimal number	Calculating the perimeter of composite shapes	Finding a functional rule for spatial or number patterns

Part 3: Writing

Part 3 describes the 2024 national writing assessment and provides a summary of the results. As for mathematics, detailed achievement statistics can be found using the online foundational assessment data window available on the Curriculum Insights website.

The writing assessment

The writing assessment was designed to capture a holistic view of students' writing capabilities. During the assessment, students at each year level were asked to write an extended response to a prompt in one of four genres: narrative, recount, persuasive, or explanation. These genres were selected because they reflect the types of writing that ākonga in Aotearoa New Zealand typically encounter in school settings. Their inclusion was also supported by key curriculum documents—*The New Zealand Curriculum* (2007), the *Literacy Learning Progressions*, and the 2023 draft version of the English learning area of the New Zealand Curriculum.

Students' responses to the prompts were scored using the e-asTTle writing rubric, which provides criteria for evaluating performance across seven elements: ideas, structure and language, organisation, vocabulary, sentence structure, punctuation, and spelling. This rubric supported continuity with previous NMSSA writing assessments, allowing for consistency in measurement and comparability over time.

The writing assessment included four stages: planning, writing, editing, and self-reflection.

In the planning stage, teachers introduced and discussed their allocated writing prompt with students. To support consistency, teachers were given parameters to guide these discussions. For example, they could make links to prior classroom writing experiences, but they were asked not to make a written record of the discussion.

During the writing and editing stages, Year 3 students completed their work using a physical booklet. In contrast, Year 6 and Year 8 students planned offline and then used an online assessment platform to complete their writing and editing. This platform included access to editing tools that students could use after they had submitted their drafted response. Both the initial draft and the edited version of each student's writing were marked. However, the achievement information presented in this report is based solely on the marks allocated to the draft writing.

In the self-reflection stage, students rated their agreement with ten statements related to their use of the scoring elements, as well as their attitudes toward writing and their confidence as writers.

Development and trialling

Development of the writing assessment began in August 2023 with the creation of an assessment framework to guide its design. The framework initially examined how writing is defined in curriculum documents, how it has been assessed in previous NMSSA cycles, how it is typically assessed across New Zealand, and how it is conceptualised in the research literature.

Following consultation with an advisory group, it was agreed that the 2024 assessment would follow a similar structure to the 2019 NMSSA writing assessment. This included retaining the e-asTTle writing rubric and reusing some of the prompts from the earlier assessment to support continuity and comparability over time.

Subsequent decisions about the design and content of the assessment were made in consultation with the advisory group and other subject matter experts through a structured, iterative process. This process included external piloting, internal testing, and successive revisions based on feedback from teachers, students, assessment specialists, and statisticians. The development of writing prompts was informed by the latest available version of the English learning area and aimed to promote cultural inclusivity, reduce language and accessibility barriers, and reflect the diverse contexts in which students learn.

Any further development of the writing assessment will be guided by updates to the New Zealand Curriculum and psychometric analysis of assessment content. Like the national mathematics assessment, regular monitoring and ongoing development help ensure the writing measure remains reliable, valid, and well aligned with the curriculum.

Developing the online writing assessment also required adapting an online assessment platform to support appropriate assessment administration and scoring processes. The scoring interface was designed to reflect the structure of the e-asTTle marking rubric and allowed for double marking of student scripts. All administrative and scoring features were carefully tested and reviewed prior to implementation.

Administration

The 2024 national writing assessment was administered in the first weeks of Term 4. Teachers in the sampled schools conducted the writing assessments using school devices, except for the Year 3 assessment, which was delivered using paper booklets provided to schools.

When completing the assessments, students were able to access any teacher aide or technological support normally available to them. Students were not permitted to use dictionaries, thesauruses, or other visual language supports.

Consideration of mode

The Curriculum Insights team conducted a study to explore potential differences in student performance between paper-based and online versions of the writing assessment. Approximately 300 Year 8 students participated, each responding to two different prompts—one completed on paper and the other online.

The study found that average scores were similar across both modes. However, the analysis revealed greater score variability in the online assessments than in the paper-based ones. This may suggest that while some students benefited from completing the assessment online, others may have found it more challenging—for example, due to differences in keyboarding proficiency or comfort with digital tools.

Marking

Teacher markers, some of whom had been Teacher Researchers in the learning area assessments of the Curriculum Insights study, along with third-year University of Otago College of Education students, were employed to mark the tasks. All markers were trained, and quality assurance procedures were used to ensure consistency of marking. This included marking e-asTTle exemplar scripts and the use of double marking. The marking rubric was not changed—although notes were added to it throughout the marking period in reflection of shared discussions. Students' scores were entered directly by the markers into the online scoring platform.

Construction of a reporting scale

Achievement results at each year level for the 2024 writing assessment are reported using a common scale. This scale was constructed using the multifaceted version of the Rasch model that takes into account key features of the assessment context. Specifically, it adjusts for differences in:

- the difficulty of writing prompts
- the stringency of individual markers
- the relative difficulty of different rubric elements.

By including these factors, the model ensures that scores reflect differences in student writing ability rather than variations in prompts, markers, or rubric demands.

The scale was benchmarked against the latest available version of the English learning area of the New Zealand Curriculum (October 2024—Phases 1 and 2; March 2025—Phase 3). This benchmarking drew on a standard setting exercise conducted with a panel of subject matter experts.

The panel worked both independently and collaboratively to compare the demands of the assessment with curriculum expectations. They referred to the Progress Outcome statements for Phases 1 to 3 and the year-by-year teaching sequence descriptions. For each year level, panel members judged the minimum rubric score that should be considered indicative of meeting the end-of-phase expectations in the context of the assessment. In making these judgments, they used the scoring rubric descriptors and reviewed examples of student work that had been previously scored.

Given that the writing assessment was designed and administered during a period of ongoing curriculum development and implementation, the proportions of students scoring above the benchmark score at each year level should be interpreted with care. Both the benchmark scores for writing and the assessment process itself may evolve as curriculum materials are finalised and implementation becomes more fully embedded.

Key achievement findings

Key achievement findings are shown below. As has been noted, more detailed information about these results is available in the data window on the study's website.

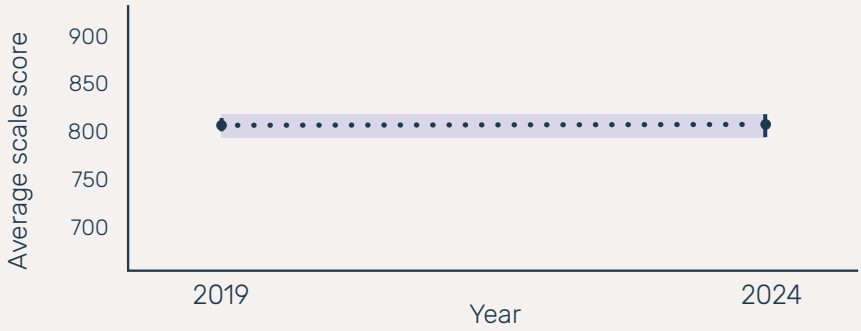
There was no statistically significant change in the average score between 2019 and 2024 at Year 8

Writing was assessed by NMSSA in 2019 at Year 4 and Year 8. In 2024, links to the 2019 assessment were maintained by reusing some of the same prompts and applying the same marking rubric. To account for any potential differences in marker severity, 2024 markers also scored a selection of scripts from the 2019 assessment.

Maintaining these links enabled the average Year 8 score from 2019 to be positioned on the 2024 scale (see Figure 5). The difference in average scores between 2019 and 2024 was not statistically significant.

Trend information for achievement at Years 3 and 6 is expected to become available from 2025

Figure 5: Comparison of average writing scale scores at Year 8 (2019–2024)

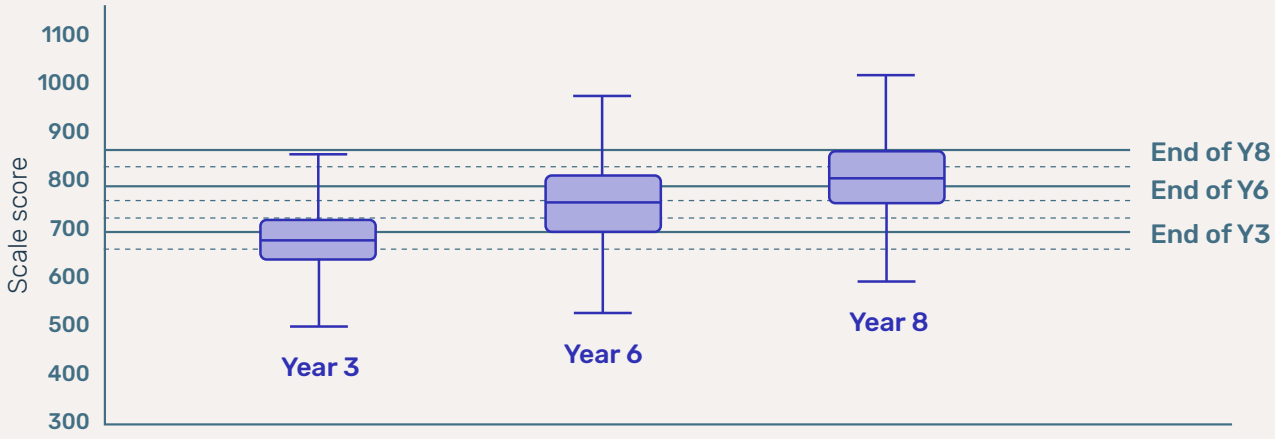


About two fifths of Year 3 students, one third of Year 6 students, and one quarter of Year 8 students were scoring above the curriculum benchmarks.

Figure 6 uses box plots to show the distribution of achievement across the year levels. The solid horizontal lines have been used to display the benchmark scores indicating the expected level of achievement at the end of Years 3, 6, and 8. Dashed lines are used to denote estimated score expectations for the beginning of Year 3 and the end of Years 4, 5, and 7. These dashed benchmarks have been interpolated using the benchmark scores for Years 3, 6, and 8 as reference points.

The figure shows that scores generally increase with year level. There is also considerable variation in achievement within each year group. This spread is notably wider at Year 6 and Year 8 than at Year 3. As discussed earlier, this broader distribution may be linked to the use of the online assessment mode at Years 6 and 8.

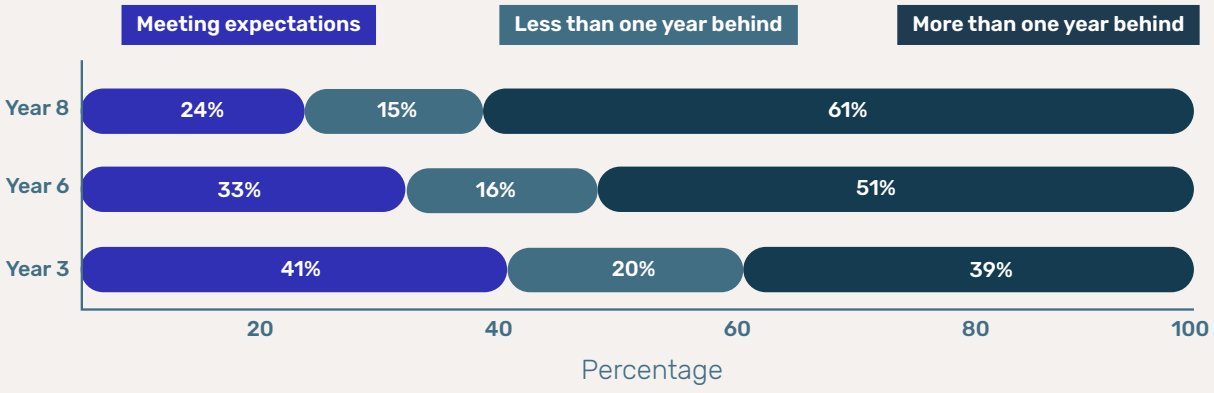
Figure 6: Spread of student achievement, by year level, on the 2024 national writing assessment



The distributions of achievement reveal that about two fifths of Year 3 students, one third of Year 6 students, and one quarter of Year 8 students scored above the respective benchmark scores for each year level (Figure 7).

As has been noted, the proportion of students achieving above the benchmark scores should be interpreted with caution. While the results may indicate that many students find it challenging to meet the expectations of the refreshed curriculum, they may also reflect the inherent complexity of assessing writing, the difficulty of judging what students should be able to produce under assessment conditions, and a lack of familiarity in schools with the refreshed curriculum goals.

Figure 7: Percentage of students meeting end-of-phase curriculum expectations, according to the 2024 benchmark scores



Average achievement scores varied across socioeconomic context, ethnicity, and gender

Achievement patterns varied across student groups.

Across all year levels, students attending schools with lower Equity Index (EQI) ratings, indicating fewer socio-economic barriers, tended to achieve higher average scores than those in schools with higher EQI ratings.

Ākonga Māori and Pacific learners were more likely than other learners to attend schools with higher EQI ratings, reflecting greater levels of socio-economic challenge.

On average, ākonga Māori scored lower than non-Māori learners.

At Year 3, Pacific students scored lower, on average, than non-Pacific students. At later year levels, the difference in average scores between Pacific and non-Pacific students were not statistically significant.

On average, girls scored higher than boys at each year level.

Students' attitude to writing and confidence as writers

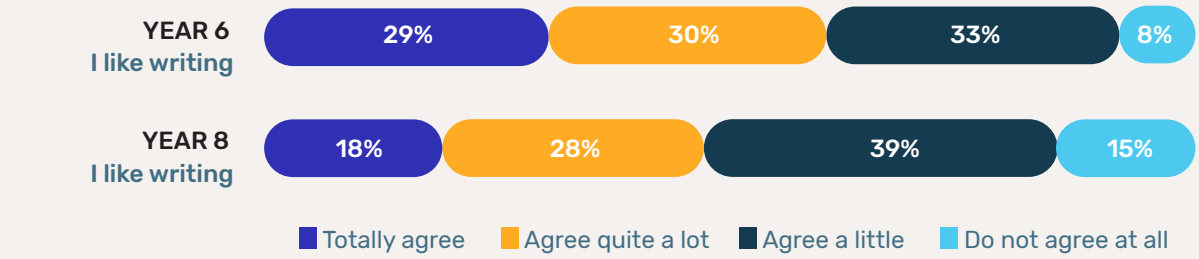
At the end of the assessment, all Year 3 students were asked whether they liked writing and whether they thought they were good at it. They responded to both questions with a simple 'yes' or 'no'. In contrast, students in Years 6 and 8 used a four-point agreement scale: ***Totally agree, Agree quite a lot, Agree a little, and Do not agree at all***.

In general, students in Years 3, 6, and 8 felt positive about writing

Across all three year levels, most students agreed they liked writing (Figures 8 and 9). Year 6 students tended to indicate higher levels of agreement than students in Year 8. Overall, girls indicated a higher level of agreement than boys.

Figure 8: Percentage of Year 3 students who like writing

Figure 9: Percentage of Year 6 and 8 students who like writing



Most students indicated they were good writers

Most students agreed at least a little that they were good at writing (Figure 10 and 11). The pattern of responses was similar across girls and boys. The overall level of agreement was higher at Year 6 than Year 8.

Figure 10: Percentage of Year 3 students who agree that they are good at writing

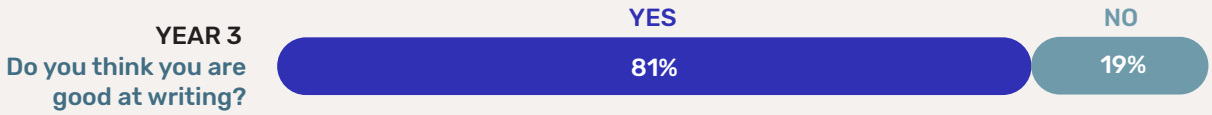
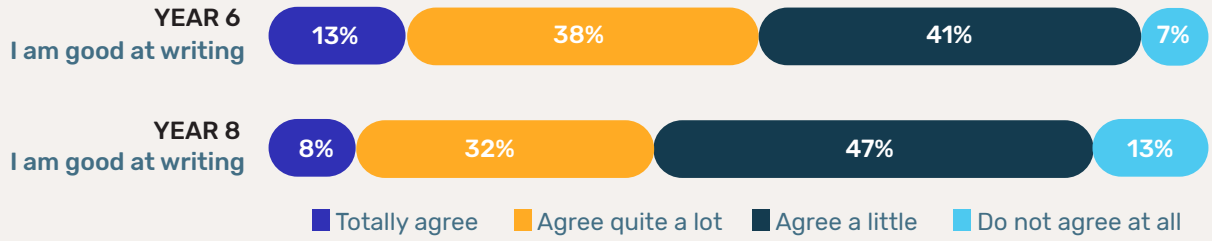


Figure 11: Percentage of Year 6 and 8 students who agree that they are good at writing



Examples of typical writing achievement and areas for development

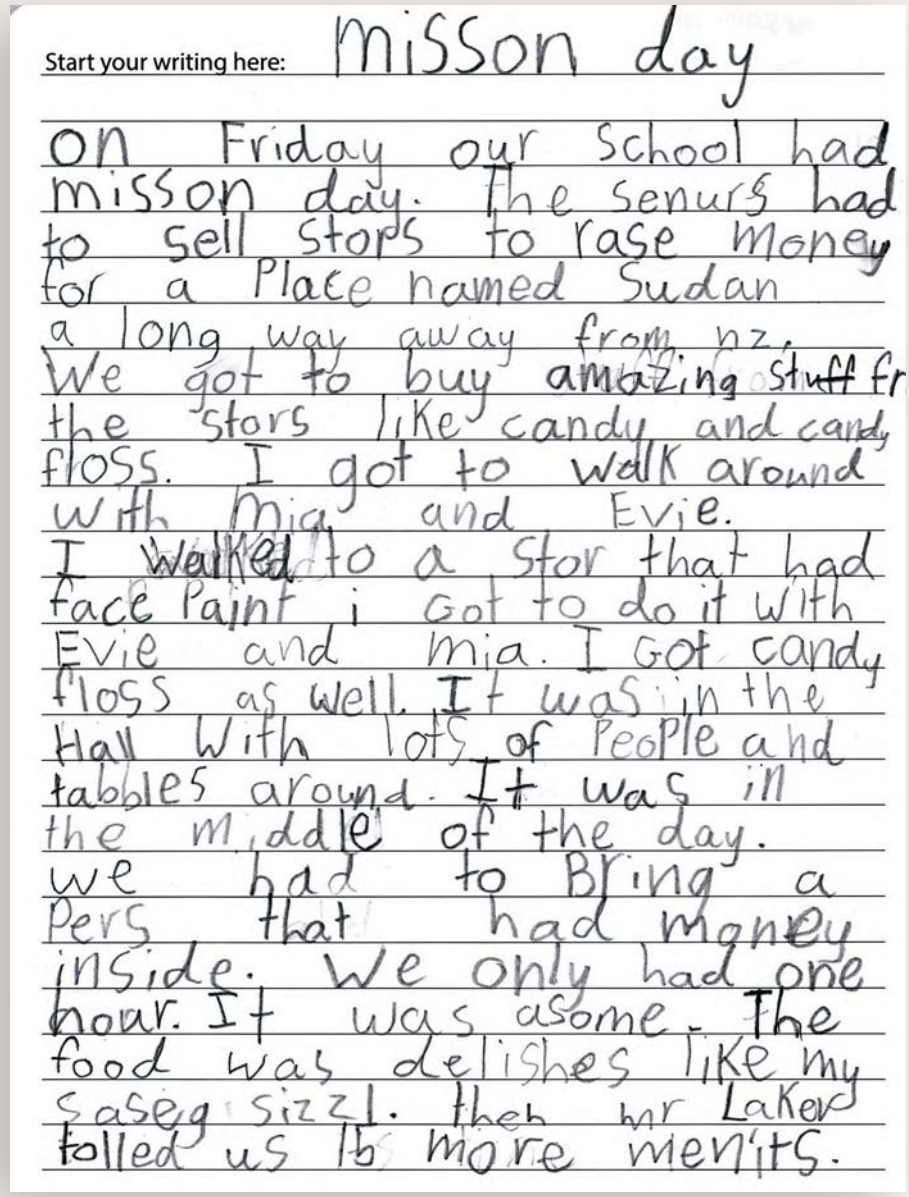
This final section provides examples of writing that scored around the end-of-phase curriculum benchmark at each year level, under the assessment conditions. Commentary is provided for each year level to describe the different features that were often present in the scripts and what areas could be developed next.

Typical Year 3 writing achievement

This sample reflects the kind of writing seen in scripts that scored around the end-of-phase curriculum benchmark for Year 3 students, under the assessment conditions. It has been adapted from real student work for reporting purposes.

Students with the same overall score often demonstrated different strengths across the different elements of writing.

Figure 12: Example of a typical Year 3 script that scored around the end-of-phase curriculum benchmark for Year 3



Start your writing here: misson day

on Friday our school had misson day. The senurs had to sell stops to rase money for a Place named Sudan a long way away from nz. We got to buy amazing stuff fr the stors like candy and candy floss. I got to walk around with Mia and Evie. I walked to a stor that had face Paint i Got to do it with Evie and Mia. I Got candy floss as well. It was in the Hall With lots of People and tabbles around. It was in the middle of the day. we had to Bring a Pers that had money inside. We only had one hour. It was asome. The food was delishes like my saseg sizzl. then mr Laker tolled us 15 more menits.

Writing at this level typically featured:

- simple, relevant ideas, often listed in a sequence
- some use of appropriate text features, especially in recounts
- simple, everyday language with a small range of precise words
- reliance on simple sentence structures, with some extension
- accurate punctuation at the beginnings and ends of sentences
- correct spelling of personal and high-frequency words, with reasonable attempts at more difficult words and spelling patterns.

Possible next steps for many Year 3 students included:

- using consistent punctuation within longer sentences
- expanding ideas with relevant detail
- using compound and complex sentence structures
- applying structure and language features across a range of text types and purposes.

Typical Year 6 writing achievement

This sample reflects the kind of writing seen in scripts that scored around the end-of-phase curriculum benchmark for Year 6 under the assessment conditions. It has been adapted from real student work for reporting purposes.

Students with the same overall score often demonstrated different strengths across the different elements of writing.

Figure 13: Example of a typical Year 6 script that scored around the end-of-phase curriculum benchmark for Year 6

Year 6

One day more than one million years ago, there was a monkey called Peanut, he was extremly evil he wanted nothing more than to be the MOST powerfull animal in the jungle this is where our story begins...

The day arrived! Peanut was going to get that jungle gemstone whether old Scar knew it or not. Scar was a feroshus jaguar he was so strong he was the villin of the jungle gemstone.

Peanut really wantd the gemostone he knew it would make him the most powerful animal in the jungle, no not just the jungle, but the WHOLE WORLD!

Peanut leaped down from his tree, bursting with excitement, he jumped from vine to vine towards the tree house where the gemstone was hidden.

Scar had been watching Peanut closely since the last time he has tried to steal the gemstone, but this time Peanut knew to stay hidden, he had a sneaky plan he jumped over the tree house he was was so nervis but had no clue that he was there, Peanut couldn't believe his luck and stayed hidden in his hiding spot.

He was just about to let out a big sigh of relief but luckily he remembered Scar was still guarding the tree, he peeked through a gap in the house it was a hole he had made "PHEW" he was glad Scar had not seen him.

Peanut squeezed through the hole it was very dark and he bumped his head but he tried not to yell in pain, finally he was inside!

Peanut carefully peered into the dark and crept down the stars, then a blue glow appered at one of the walls, he scrunched his eyes and opend them to make sure it was real, it WAS he grabbed it then suddenly the blue glow hit him and everything wnt dark.

Writing at this level typically featured:

- ideas expressed with elaboration and detail, often beyond the immediate world of the writer
- logically grouped ideas, with some attempts at constructing paragraphs
- everyday language, with some adjectives and adverbs used to describe or add interest
- varied sentence types and lengths, including some speech-like constructions
- mostly correct sentence punctuation, along with a range of other punctuation
- correct spelling of a growing range of words, with reasonable attempts at multisyllabic words.

Possible next steps for many Year 6 students included:

- using accurate punctuation to prevent run-on sentences and comma splices
- using consistent purpose-specific structure and language features, such as correct tense and time connectives
- using a variety of language devices to create mood, e.g., imagery
- building speed, accuracy, and confidence when writing with digital tools.

Typical Year 8 writing achievement

This sample reflects the kind of writing seen in scripts that scored around the end-of-phase curriculum benchmark for Year 8 under the assessment conditions. It has been adapted from real student work for reporting purposes.

Students with the same overall score often demonstrated different strengths across the different elements of writing.

Figure 14: Example of a typical Year 8 script that scored around the end-of-phase curriculum benchmark for Year 8

Year 8

Island bay is a lovely place that lots of people go to for fun and relaxation, being not only great for swimming, fishing and having BBQs with family and friends, but also being a great play for running and dog walking so people can get fit there as well. But now its starting to get messy though, and not as picheresque as it used to be. We have to take better care of it or it might get so bad that people won't want to visit anymore.

One of the big problems is the litter. Some people just leave there rubbish lying around on the beach - there are no excuses for it! When the wind picks up it all flies into the sea or into the dunes or into the playground. The uncovered design means don't that theycan't close properly so even if you do the right thing it doesnt help much. I believe the bins need flaps or covers so the rubbish doesnt get blown out, and it can stay where its ment to be, that way we won't have so much litter on our beach

Another awful way that Island bay is getting messy is that after heavy rain the water gets really dirty. The drains wash all the polution from the roads into the ocean, so much that its not safe to swim. Sometimes the counsil puts up signs that say DO NOT SWIM!! That ruins it for everyone. The counsil is trying to fix it but it takes time. Even though there is no much we can do about this thing,

I suggest that everyone can help by picking up trash when we go and not dropping things on the ground. Just spending a bit of time each week can make a diffrence.

Writing at this level typically featured:

- relevant, complex, and sometimes abstract ideas that showed reflection
- consistently appropriate text structures, e.g., persuasive writing with a logical sequence
- purposefully chosen, precise, and vivid language
- a range of sentence structures and lengths, including some extended constructions
- some use of punctuation and sentence types for effect
- reasonable attempts at spelling difficult, topic-specific words.

Possible next steps for many Year 8 students included:

- grouping and linking ideas logically, and composing well-structured paragraphs
- writing in ways that are concise, purposeful, and engaging
- selecting words, sentences, and language devices to write with impact
- building speed, accuracy, and confidence when writing with digital tools.

More information

More information about achievement in mathematics and writing is available on the website of the Curriculum Insights and Progress Study. This includes access to two summary dashboard reports and an interactive data window.

curriculuminsights.otago.ac.nz

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