

He whakamāramatanga | **Start with the national picture**

These findings come from the 2025 Curriculum Insights foundation assessments of Year 8 students. They describe patterns across a nationally representative sample—not the performance of any one school. Use them alongside your own classroom, school, whānau and local evidence. What looks familiar? What differs? What may be worth strengthening?

Pāngarau | **Mathematics**

24%

Year 8 students meeting or exceeding provisional expectations.

Trend

The average scale score was broadly stable from 2023 to 2025.

Pānui | **Reading**

45%

Year 8 students meeting or exceeding provisional expectations.

Trend

The average scale score showed little change from 2023 to 2025.

Tuhituhi | **Writing**

28%

Year 8 students meeting or exceeding provisional expectations.

Trend

The average scale score increased slightly from 2024 to 2025, but the change was not statistically significant.



Mō Curriculum Insights **About Curriculum Insights**

Curriculum Insights uses nationally representative samples of students from English-medium state and state-integrated schools to provide regular information on student achievement at Years 3, 6 and 8. The study is a collaboration between the University of Otago and the New Zealand Council for Educational Research under contract to the Ministry of Education.

Aromatawai Kaupapa Ako Matua **The Foundation Assessments**

Curriculum Insights administers foundation assessments in mathematics, reading, and writing during Term 4 each year. For each area, results across year levels are reported on a common scale that has been provisionally benchmarked against curriculum expectations. The benchmarks were established using draft versions of the curriculum and have been retained to support consistency over time.

Who took part?

	Mathematics	1604 Students	70 Schools
	Reading	1626 Students	70 Schools
	Writing	1535 Students	68 Schools

Where can I find out more?



A data window with detailed results by year level



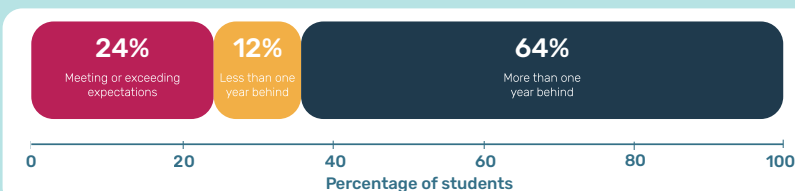
The study's website with information about this and previous studies



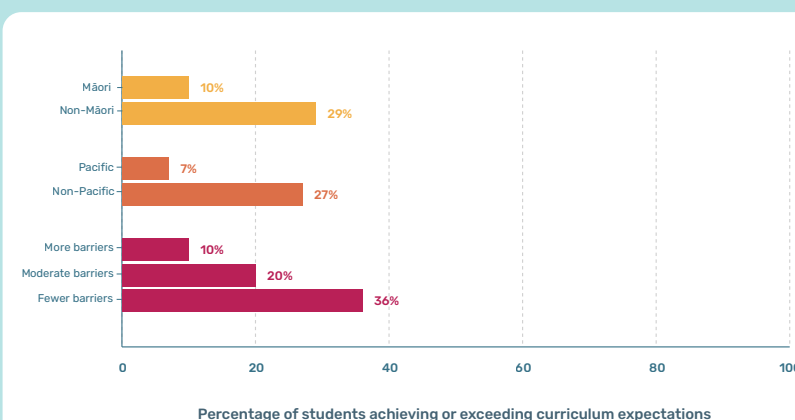
Te kaupapa aromatawai | **The assessment**

Students completed an online computer adaptive assessment covering the breadth of the mathematics curriculum.

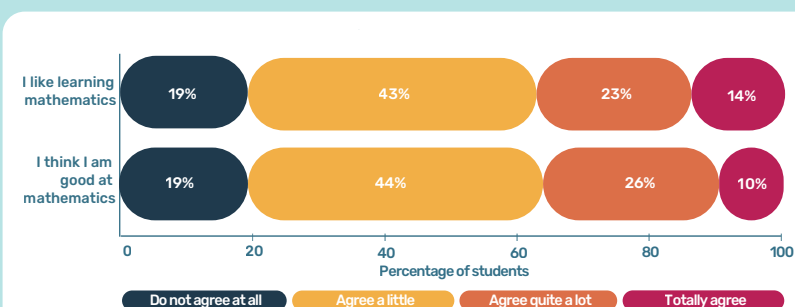
Paetae ākongā | **Student achievement**



Tōkeke | **Equity in mathematics**



Waiaro | **Attitude to mathematics**



Ngā mōhiotanga me ngā aronga **What do students know, and what needs more focus?**

What most can do

- Add decimals to one decimal place.
- Find 10 percent of a whole number.
- Calculate the perimeter of a rectangle.

Examples

$$6.5 + 7.8 =$$

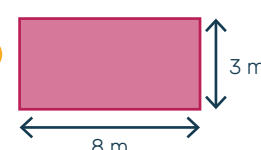
- A) 12.3
- B) 13.17
- C) 13.3
- D) 14.3 ✓

10% of 530 is:

- A) 5
- B) 50
- C) 53 ✓
- D) 530

Calculate the perimeter of the rectangle.

- A) 12 m
- B) 22 m ✓
- C) 24 m
- D) 48 m



What some can do

- Find the square of a whole number.
- Multiply whole numbers and decimals.
- Convert between metric units.

Examples

What is 7 squared?

- A) 7
- B) 14
- C) 49 ✓
- D) 98

$$15 \times 8.4 =$$

- A) 20.6
- B) 126.0 ✓
- C) 134.4
- D) 156.4

How many cm are in 17 m?

- A) 1.7 cm
- B) 17 cm
- C) 170 cm
- D) 1700 cm ✓

What many find challenging

- Apply the correct order of operations in number sentences.
- Calculate the area of a right-angled triangle.
- Divide whole numbers and express remainders as fractions.

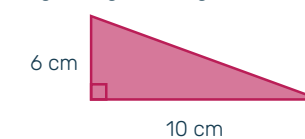
Examples

Identify the solution for:

$$4 + 8 \times 2 - 1 =$$

- A) 9
- B) 12
- C) 19 ✓
- D) 23

Calculate the area of the right-angled triangle.



- A) 16 cm²
- B) 30 cm² ✓
- C) 60 cm²
- D) 120 cm²

Calculate 123 divided by 8. Write the remainder as a fraction.

- A) $15 \frac{2}{8}$
- B) $15 \frac{1}{8}$
- C) $15 \frac{5}{8}$
- D) $15 \frac{3}{8}$ ✓

Ara Whakamua | **Next Steps**

Scan the QR code to explore a collection of helpful resources to support teaching and learning.



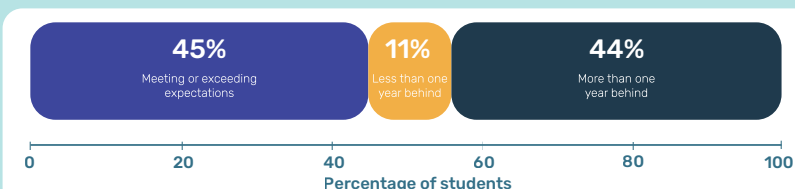
Whakatinanatanga **From national patterns to local action**

- Which aspects of your school's mathematics programme need the most strengthening?
- Which groups of students may need stronger support or more targeted opportunities?
- What knowledge, strategies, or misconceptions might sit behind the challenges?
- What could you revisit or strengthen over the next few weeks?

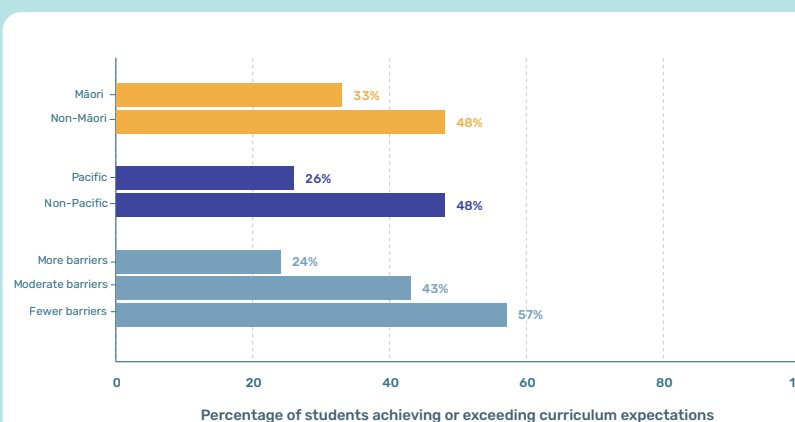
Te kaupapa aromatawai | **The assessment**

Students completed an online assessment of reading skills and meaning-making.

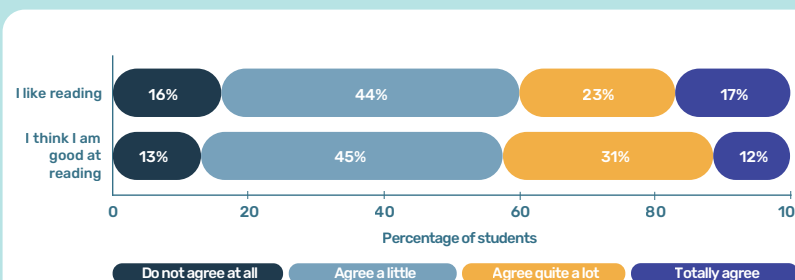
Paetae ākongā | **Student achievement**



Tōkeke | **Equity in reading**



Waiaro | **Attitude to reading**



Ngā mōhiotanga me ngā aronga **What do students know, and what needs more focus?**

What most can do

- Understand the meaning of common idioms embedded in a familiar context.
- Select synonyms that match the meanings of less common words used in familiar contexts.

Examples

Our class was [under the pump] to get assembly ready before lunch.
Needing/keen/under pressure ✓/under orders

The [perseverance] of the team was rewarded with a win.
Skill/effort ✓/timing/luck

What some can do

- Infer a character's feelings or motivation by combining details from across a text.
- Identify the writer's main purpose by examining the text's overall focus, perspective, and development.

Examples

The trip to the marae had started before dawn. By the time we arrived, I was tired from the long drive and overwhelmed by the number of people waiting to greet us. Relatives appeared from every direction, embracing one another and sharing stories that stretched back generations. I recognised a few names from family conversations, but most of the connections were a mystery to me. After the whaikōrero, everyone stood for a waiata. The voices rose together, filling the wharenui and carrying through the open doorway. Nan joined in immediately. She sang quietly but confidently, never once searching for the words. As the song continued, her face softened into a smile. For the first time that day, she looked completely at ease, as though she had returned to a place she knew by heart.

Nan probably joined in the waiata because:

- A) she wanted to show respect to the singers
- B) she recognised the waiata and felt connected ✓
- C) she was trying to help the storyteller learn the waiata
- D) she was unsure when she is meant to join in

What is the main purpose of this text?

- A) to describe rules and customs of a marae visit
- B) to encourage respect for family tradition
- C) to describe a personal experience ✓
- D) to explain how a family reunion is organised

What many find challenging

- Make global inferences about why writers use particular language to create mood or atmosphere.

Examples

Hemi pulled his cloak tight as the cold wind swept across the harbour. The waka cut through darkening water, rocking harder now as the waves rose. His uncle said the village was still far away, and they would not arrive before night fell.

Why does the story start with the detail that it was cold?

- A) To explain why Hemi is uncomfortable on the waka
- B) To describe the weather conditions at the harbour
- C) To introduce the journey to the village
- D) To create a mood of challenge and difficulty ✓

While deserts are known for extreme heat during the day, temperatures can drop sharply at night. Animals living here survive by finding shade, storing water, or staying hidden underground. These creatures are impressive survivors, using smart strategies to cope with one of Earth's harshest environments.

Are there any words or phrases that show the writer's opinion about desert animals?

- A) No. The text only explains desert conditions.
- B) Yes. "Extreme heat" and "drop sharply" show the writer's opinion.
- C) Yes. "Impressive survivors" and "smart strategies" show the writer's opinion. ✓
- D) No. The text only describes how animals survive in deserts.

Ara Whakamua | **Next Steps**

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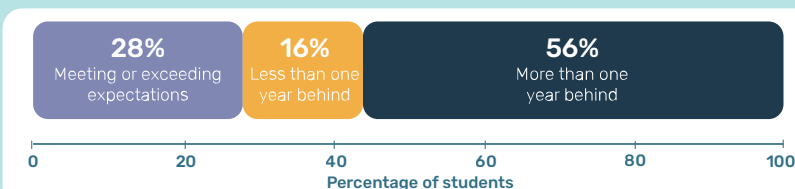
Whakatinanatanga **From national patterns to local action**

- What are the main reading strengths and needs for your learners?
- How do you support students to think about why writers choose to use particular features, language and structures?
- What teaching and learning support is needed for whom?
- What have the example tasks prompted you to think about?
- What would your learners say about their enjoyment of reading?
- What do you need to find out more about in order to strengthen your teaching and learning programme?

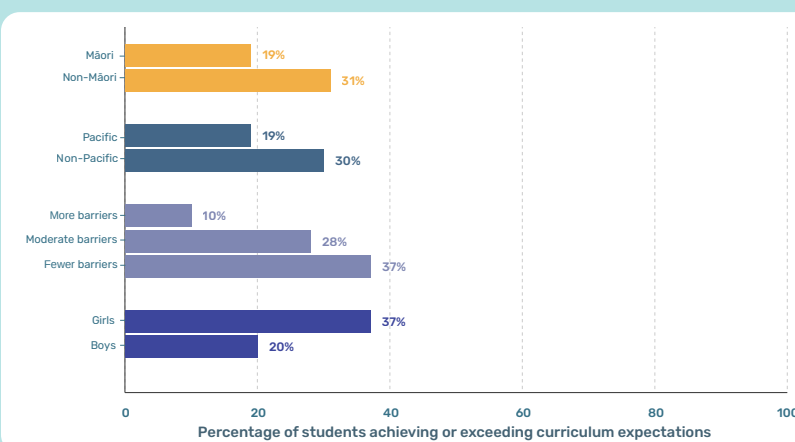
Te kaupapa aromatawai | **The assessment**

Students used a digital platform to write an extended response to a prompt.

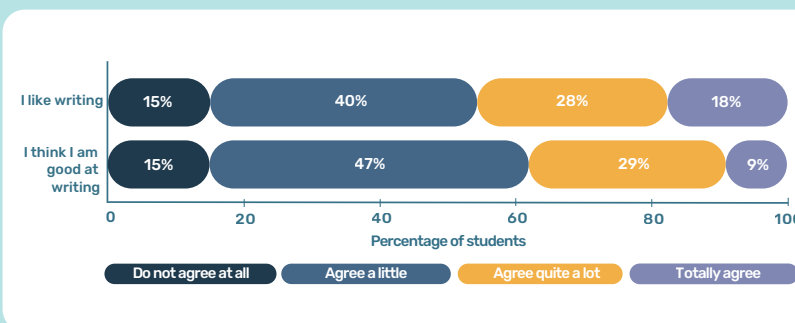
Paetae ākonga | **Student achievement**



Tōkeke | **Equity in writing**



Waiaro | **Attitude to writing**



Ngā mōhiotanga me ngā aronga **What do students know, and what needs more focus?**

What most can do

- Write some grammatically correct sentences, with varied structures, lengths, and types.
- Begin to craft paragraphs that logically group and sequence ideas.
- Use correct punctuation to start and end sentences.

What some can do

- Write consistently correct sentences with varied structures, lengths, and types.
- Write paragraphs that show a clear flow of ideas and meaning.
- Use correct punctuation in lists, contractions, and sentences with multiple clauses.

What many find challenging

- Purposefully vary the structure, length, and type of their sentences.
- Craft paragraphs that deliberately guide the reader.
- Use consistently correct and purposefully varied punctuation throughout their writing.

Has anyone ever played a sport at the YMCA? I'm sure most people have especially the Ballers. Do you find it annoying that when you're about to shoot and a whistle go off in your ear. You wait for the call to be made and nothing happens (yes that has happened to me many times.) But guess what? Its the other reff on the court right next you. Sadly, It gets worse sometimes people "accidently" role the ball on the court and they have to stop the game because of that even if you are wide open. Would'nt that get on your nerves, make you mad or even sell your team the game winning shot? But how could we prevent that from happening?

I have come up with an amazing idea to add a sound proof barrier to stop anything and evrything from going wrong with another court. What could go wrong... Nothing! it would be an amazing idea making it more fun for everyone. With a wall barrier etc, the YMCA could add more seats and more drinking fountains to keep our players hydrated.

This also applies to the many other sports played there like tennis, pickle ball, footsoul, batmintin and netball. It would help the comuinity alot. But why for all those sports well every one of those sports have either a ball or a shuttlecock and each one can interfear with another person game so why not add a wall. I'm sure everyone would agree.

Lastly, watching the game. Some people including me get caught up in another game instead of watching thier friend or loved ones and could miss a very important part of the game. Like making thier first shot in, a goal, thier first rally, point the list goes on. They could miss a very important moment because of thier not being a wall. Is'nt that sad?

So lets put a wall in the middle of the courts so we can prevent any of these things happening every again, lets watch or friends and loved ones make a memorie that they will remeber, lets make sure we dont have a ball role on to the court, lets make sure that we dont get confused with the refs!

This student sample reflects writing typically seen in responses that scored around the Year 8 curriculum benchmark in the writing assessment.

Writing to persuade

- Uses logical reasoning and relevant details to develop a clear opinion argument.
- Includes a variety of appropriate transitional phrases (e.g., What could go wrong, this also applies...).

Language choices

- Begins to craft sentences with different structures (e.g., compound, complex, compound-complex).
- Begins to vary sentence structures, types (e.g., questions, statements), and lengths.

Organisation

- Uses emotive, precise words and phrases to clearly express meaning, including rhetorical questions, modal verbs, listing, and idioms.
- Uses active voice to create persuasive tone.

Whakatinanatanga **From national patterns to local action**

1. What are the main strengths and needs in your students' writing?
2. Which students or groups may need more support, greater challenge, or better opportunities to succeed in writing?
3. How might students' confidence and enjoyment be affecting their engagement with writing?
4. What aspect of your writing programme could you strengthen next?
5. What does your students' writing show about how well they develop, organise, and express their ideas?

Ara Whakamua | **Next Steps**

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