



NZPF acknowledges the dual purpose of assessment

1. Assessment for gathering information for teaching, learning, parents and whānau

- NZPF agrees that high quality teaching practice includes having access to robust assessment tools and resources to support teaching and learning. Clear and transparent communication with parents and whānau is also key.
- NZPF supports the use of assessments that are designed to be robust, and used within a 'low-stakes' environment.
- We support the use of assessment for the purpose of supporting teachers and ākonga with reliable and robust information to make informed decisions about the progress of all ākonga.
- We highlight the importance of the use of assessment as one way to help inform whānau about their child's progress and achievement.

2. Assessment for Informing a National Picture of Education Progress (Nationwide Data)

- NZPF strongly recommends the use of the Curriculum Insights and Progress Study (an update of the former NMSSA) as a way to understand student/ākonga progress and achievement nationally.
- NMSSA is a collaboration between the University of Otago, the New Zealand Council for Education Research and the Ministry of Education.
- NMSSA (National Monitoring) was first established in the early 1990s under a National Government as a means to understand and monitor the education system, but also to explicitly avoid all the pitfalls and perils of national testing.
- NZPF supports the Curriculum Insights and Progress Study (an update of the former NMSSA) and, in principle, expansion of this programme to include more students.
- NZPF supports the use of studies that draw on anonymised, aggregated data from a suite of assessment tools.
- NZPF strongly opposes the collection of data that can be used to create league tables.

All assessments must be culturally appropriate to the New Zealand context and Māori medium assessment must be tailored for specialist and diverse needs.