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- To the extent that teachers/schools are not using e-asTTle because of concerns around accuracy/usefulness of results, these findings could be reassurance.
- Measurement solutions relating to Curriculum Progress and Achievement should build off, rather than substitute for, the demonstrated measurement strength of e-asTTle.
- Potential application in using relationships with NCEA to report predicted future outcomes for teachers alongside scores (if student stays on this path...)? Especially regarding literacy/numeracy requirements.
- Need to stress that although there are strong relationships with future outcomes, plenty of scope for quality teaching to influence trajectories.
- e-asTTle has tremendous potential as a dataset used by researchers (within and outside of the Ministry). Challenge is how to set up governance to maximise utility but restrict uses that are unethical or threaten the integrity of the data (eg school/teacher league tables).
  - The IDI could help here.
  - And/or an established formal process to assess applications to use data for specific research purposes (eg Growing Up in New Zealand data)