

SMART

Delivering Assessments in SMART

April – 2026

Introduction

Welcome to the Delivering SMART Assessments module.

This document matches the **Delivering SMART Assessments** module available online through [Education LMS](#) and can be used as a stand-alone guide or as a reference document following completion of the online module. Please note formatting requirements may result in some differences to the online version.

Delivering SMART Assessments is designed to guide you through the steps required for managing assessments in SMART—from preparation, to running sessions, to reviewing results. The aim is to equip you with the essential skills needed to deliver assessments smoothly and efficiently.

Delivering SMART Assessments

You'll begin by learning how to log in and navigate the SMART Dashboard so you can easily access the tools you need. Before assessments take place, you'll explore how to print assessment papers and answer sheets, and how to understand and generate student | ākonga one-time codes.

During the assessment phase, you'll learn what an assessment session is, how to create one, and how students access SMART using your session code. You will also be guided through starting a session, monitoring progress, submitting responses, and finalising the assessment once students are finished.

By the end of this module, you'll have a clear, practical understanding of each stage of the delivering assessment process, giving you the confidence to use SMART effectively.

We're committed to making SMART as clear and easy to use as possible. If you spot anything in this module that doesn't look right, or if you need further support, please email smart.enquiries@education.govt.nz

Getting started

SMART is a bilingual assessment and aromatawai tool designed to fit naturally into classroom practice. It supports teachers | kaiako across a wide range of ages, capabilities, needs and school contexts. Students can complete assessments online or on paper, and schools can mix both approaches within the same class if needed.

Before you begin using SMART, it helps to understand a few key concepts. This lesson explains how the different parts of SMART fit together, so the step-by-step instructions in later lessons will make more sense.

Two ways to complete an assessment

Students | ākonga can complete SMART assessments in two ways:



- **Online:** Students log in with their one-time code and session code, and complete the assessment on a device.
- **On paper:** You print the question paper and answer sheet. Students write their answers on paper, and you (or an administrator) enter or scan responses into SMART afterwards.

SMART adapts to each school's delivery choices. Classes may use paper, online, or a combination of both.

Key Concepts

- Students complete online assessments using a secure one-time code linked to their enrolment.
- Teachers | kaiako create an assessment session for each assessment. SMART generates a unique eight-digit session code that students use to join.
- The session dashboard allows teachers to monitor progress in real time and finalise the assessment once complete.
- Schools decide who generates student codes: teachers, administrators or a combination of both.

These concepts will come to life as you work through the following lessons.

Logging in and understanding the SMART dashboard

Logging in and understanding the SMART dashboard

In this lesson, you will log in to SMART for the first time and become familiar with the dashboard, the central hub from which you will manage all assessment activities.

Step 1 Go to <https://smart.education.govt.nz>

Step 2 Select Education Sector Login

Step 3


You will be redirected to a webpage with the Education Sector Logon Screen.

Step 4

Enter your Education Sector username and passphrase and select login.

Step 5

You will be redirected to the SMART dashboard.



The screenshot shows the 'Education Sector Logon' interface. At the top, there is a dark header with the New Zealand flag icon and the text 'Education Sector Logon'. Below this is a light grey bar with the text 'View in Te Reo Māori'. The main form area has two input fields: 'Username' and 'Passphrase'. The 'Passphrase' field has a toggle icon (an eye) to its right. Below the input fields are two links: 'Forgotten username' and 'Forgotten passphrase'. A large blue button labeled 'Login' is positioned below the links. At the bottom of the form, there is a dark footer with the text 'Have feedback about the Education Sector Logon?'.

Logging in and understanding the SMART dashboard

Each column groups together the tools you need for that phase. You will generally work through them from left to right: preparing first, then delivering, then marking, and finally reporting.

The screenshot shows the SMART dashboard interface. At the top left is the Te Tāhuhu o te Mōtauranga logo. The user is logged in as Jason TestAcct2 (JT). A 'Privacy Statement' link is visible. The main content area is titled 'Welcome Jason!' and includes a sub-header 'Use the quick links below to easily access each step.' The dashboard is organized into four columns:

- 1. Preparation**: Set up your class before testing.
 - Assessment Resources**: Access Tāhurangi teaching and assessment resources.
 - Accessibility Preferences**: Set up accessibility and extra support tools.
- 2. Delivery**: Run assessments with your students | ākonga.
 - Print Student | Ākonga Codes**: Print unique login codes for your students | ākonga to start the online assessment.
 - Print Paper Assessments**: Print paper assessment packs for paper-based delivery.
 - Print Answer Sheets**: Print paper answer sheets for paper-based delivery.
 - Deliver Assessment Session**: Create, manage and monitor live assessment sessions.
- 3. Marking**: Mark and review student | ākonga work.
 - Upload Printed Answer Sheets**: Scan and upload paper submissions for paper-based delivery.
 - Flagged Print Submissions**: Review scanned submissions that need your attention for paper-based delivery.
 - Mark Assessments**: Mark and review student | ākonga submissions.
- 4. Reporting**: Understand how your students | ākonga performed.
 - Interim Reports**: View early insights on student | ākonga progress.
 - Detailed Reports**: In-depth analysis of student | ākonga performance.

Logging in and understanding the SMART dashboard

The tools you need for delivering an assessment — the focus of this module — are grouped in the second column. These are:

- **Print Student | Ākonga Codes** — Print unique login codes for your students | ākonga to start the online assessment.
- **Print Paper Assessments** — Print paper assessment packs for paper-based delivery.
- **Print Answer Sheets** — Print paper answer sheets for paper-based delivery.
- **Deliver Assessment Session** — Create, manage, and monitor live assessment sessions.

2. Delivery

Run assessments with your students | ākonga.



Print Student | Ākonga Codes

Print unique login codes for your students | ākonga to start the online assessment.



Print Paper Assessments

Print paper assessment packs for paper-based delivery.



Print Answer Sheets

Print paper answer sheets for paper-based delivery.



Deliver Assessment Session

Create, manage and monitor live assessment sessions.

Logging in and understanding the SMART dashboard

The other columns — **Preparation**, **Marking**, and **Reporting** — are covered in the other SMART modules. You may also notice some tools in the Preparation column that are relevant before you begin delivering assessments, such as importing students and setting accessibility preferences. Your school may handle these centrally.

The screenshot shows the SMART dashboard interface. At the top left is the logo for Te Tāhuhu o te Mātauranga (Ministry of Education). At the top right, the user is identified as 'Jason TestAcct2' with a profile picture containing the initials 'JT'. Below the header, a 'Welcome Jason!' message is displayed, followed by the instruction 'Use the quick links below to easily access each step.' There are four main navigation cards arranged horizontally:

- 1. Preparation**: Set up your class before testing.
- 2. Delivery**: Run assessments with your students | akonga.
- 3. Marking**: Mark and review student | akonga work.
- 4. Reporting**: Understand how your students | akonga performed.

A 'Privacy Statement' link is visible in the top right corner of the dashboard area.

SMART Dashboard- functions

SMART Dashboard- functions

Along the left side and top of the dashboard you will also find navigation options and account settings.

The screenshot shows the SMART Dashboard interface. At the top right, a user profile box displays the name "Jason TestAcct2" and initials "JT", highlighted with an orange rectangle. Below the header, the dashboard is divided into four main sections:

- 1. Preparation** (Set up your class before testing):
 - Assessment Resources: Access Tāhurangi teaching and assessment resources.
 - Import Students | Ākonga: Import and organise your student | ākonga classes.
 - Accessibility Preferences: Set up accessibility and extra support tools.
- 2. Delivery** (Run assessments with your students | ākonga):
 - Print Student | Ākonga Codes: Print unique login codes for your students | ākonga to start the online assessment.
 - Print Paper Assessments: Print paper assessment packs for paper-based delivery.
 - Print Answer Sheets: Print paper answer sheets for paper-based delivery.
 - Deliver Assessment Session: Create, manage and monitor live assessment sessions.
- 3. Marking** (Mark and review student | ākonga work):
 - Upload Printed Answer Sheets: Scan and upload paper submissions for paper-based delivery.
 - Flagged Print Submissions: Review scanned submissions that need your attention for paper-based delivery.
 - Mark Assessments: Mark and review student | ākonga submissions.
- 4. Reporting** (Understand how your students | ākonga performed):
 - Interim Reports: View early insights on student | ākonga progress.
 - Detailed Reports: In-depth analysis of student | ākonga performance.

Your name and email.

SMART Dashboard- functions

Home: This will take you back to your dashboard

Manage People: Manage users and view students.

Deliver: Manage delivery of SMART assessments

Marking: Manage marking and reviewing of paper-based SMART assessments.

Reporting: Generate and view SMART reports.



Now that you know your way around the dashboard, let's walk through how to prepare for an assessment-starting with the approach most teachers will use: **online delivery**.

Creating an assessment session

Creating an assessment session

Whether your students will complete assessments online, on paper, or a mix of both, the first preparation step is the same: you need to create an assessment session.

An assessment session is a virtual space that allows teachers | kaiako to manage student | ākonga assessments.

You will create a session for each assessment. If you are using SMART for all assessments, you will create three sessions:

1. Maths

2. Reading

3. Writing

These sessions can be created at any time during the 5-week assessment window, as long as they are created before students sit the assessment.

How session codes work

When you create a session, SMART generates a unique 8-digit session code. This is the code your students will use to join your session on assessment day. The code links the assessment and the students to you. Let's look at how you create an assessment session.

Step 1

From the SMART dashboard select 'Deliver assessment session'



How session codes work

Step 2

You will be redirected to the session dashboard.

Step 3

Select 'Create new session'

The screenshot displays the session dashboard interface. At the top, it says 'Te Tōhū o te Mōtōroungū Ministry of Education'. Below that, a welcome message reads 'Welcome back ST1MinAdmin ST1MinAdmin'. The date is set to 'Today 20/02/2026 only:'. There are two summary cards for 'Today': one for 'Active Sessions' with a count of 1, and one for 'Students in Progress' with a count of 0. To the right, there are two summary cards for 'All active:': one for 'Active Sessions' with a count of 1, and one for 'Students in Progress' with a count of 0. A 'Create New Session' button is highlighted with a red box. Below these cards, there are sections for 'Sessions', 'Assessment Events', and 'Students', each showing 'No items to display'.

How session codes work

Step 4

A popup will appear asking you to enter the session name. You can add anything to this space as long as it is memorable to you.

We suggest you enter your name, the assessment type and the class (e.g. Mr Smith, Year 10 Maths).

Step 5

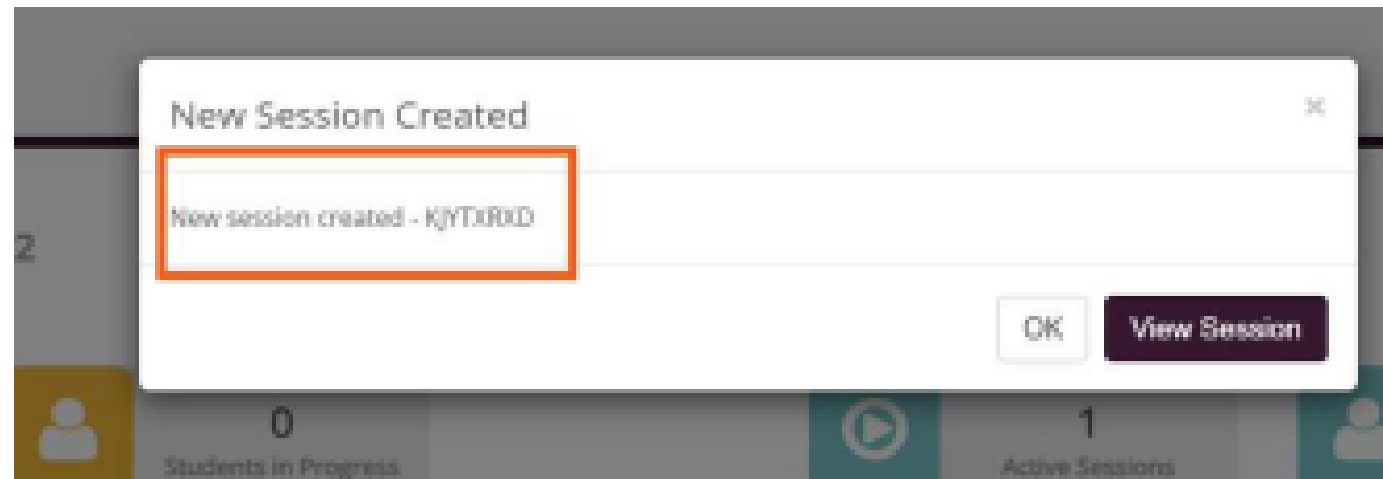
Once you have named the session select 'Create Session'.



How session codes work

Step 6

Another pop up confirms your session has been created and provides the generated **session code**. This code is needed on the day of the assessment



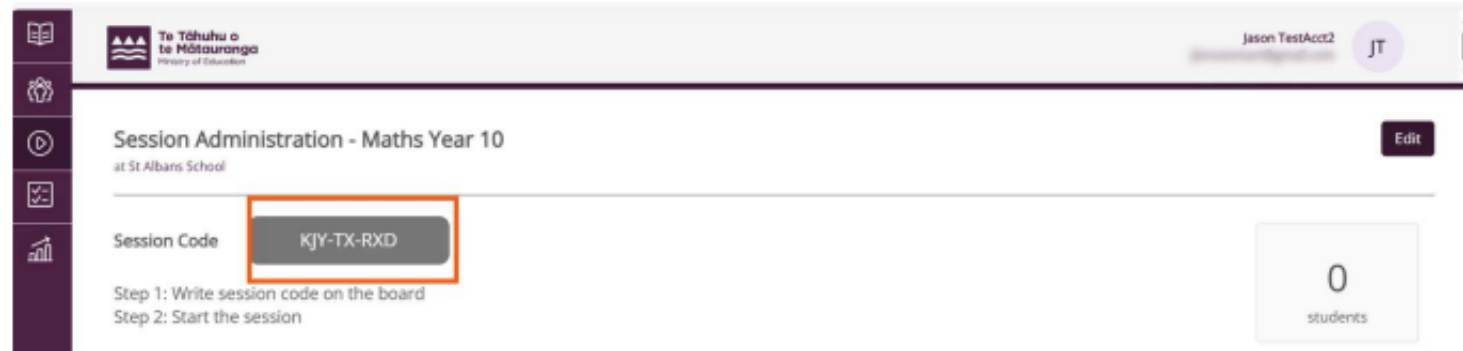
Step 7

Select 'View Session'

How session codes work

Step 8

You are now viewing the session administration dashboard. It is where you will manage the assessment on the day. You will see the session code highlighted at the top left. Above it is the assessment session type, in this example Mathematics Year 10.



Step 9

If you created the session immediately prior to the assessment you can stay on this screen and start admitting students to the assessment.

For this training we will return to the SMART dashboard and prepare to deliver a future assessment

Preparing assessment materials

Preparing assessment materials

With your session created, the next step is to prepare the materials your students will need. What you prepare depends on how your students will be completing the assessment:

Online delivery- You will need to generate and print student one-time codes. Continue with this section.

Paper-based delivery- You will need to print question papers and answer sheets. Skip ahead to the next section.

A mix of both- Work through both of these sections.

Understanding Student | Ākonga OneTime Codes

Each student | ākonga is issued a unique one-time code for every assessment. Understanding what these codes do, and how your school manages them, is an important part of preparation.

What is a one-time code?

A one-time code is a unique identifier generated for each student for each assessment. The code:

- Is linked to the individual student and their enrolment.
- Allows the student to access SMART and complete their specific assessment.
- Connects the student to your session for that assessment.
- Works from any location with internet access, students do not need to be in the same room.

Understanding Student | Ākonga OneTime Codes



Tip: Because one-time codes work from any location, they are particularly useful for dual-enrolled students or those with differing accessibility requirements, for example, students working with a teacher aide or SENCO in a separate space.

Understanding Student | Ākonga OneTime Codes

Who generates the codes?

How student codes are generated is a choice for your school. There are three common approaches:

- **Option 1:** An administrator or member of the senior team generates the codes and provides them to teachers.
- **Option 2:** Teachers generate the codes for their own class.
- **Option 3:** A combination of both, the school decides what works best.

The process for generating codes is the same regardless of who does it. Your school leadership will advise you on the approach your school is using.

Understanding Student | Ākonga OneTime Codes

Generating and printing student code

Once your school has decided who is responsible for generating codes, the process involves selecting the curriculum, assessment type, and year group, then locating your class and exporting the codes.

The exported file includes student code cards that can be printed and cut. Each card shows the student's name, class, one-time code, and the URL for accessing SMART.

You will use these cards on assessment day.



Preparing for a paper-based assessment

Preparing for a paper-based assessment

SMART supports both online and paper-based assessments, and you can mix both within the same class. Some students might complete the assessment online while others use paper, SMART handles both seamlessly

When you might use paper

- Limited device availability
- Student accessibility needs
- School infrastructure considerations
- Student preference or comfort



Tip:

If all your students will be completing the assessment online, you can skip this lesson and go to the next section: **Delivering an Assessment.**

Preparing for a paper-based assessment

How Paper-Based Assessment Works

For paper-based assessment, there are two documents you need to print, it is important to understand the difference between them.

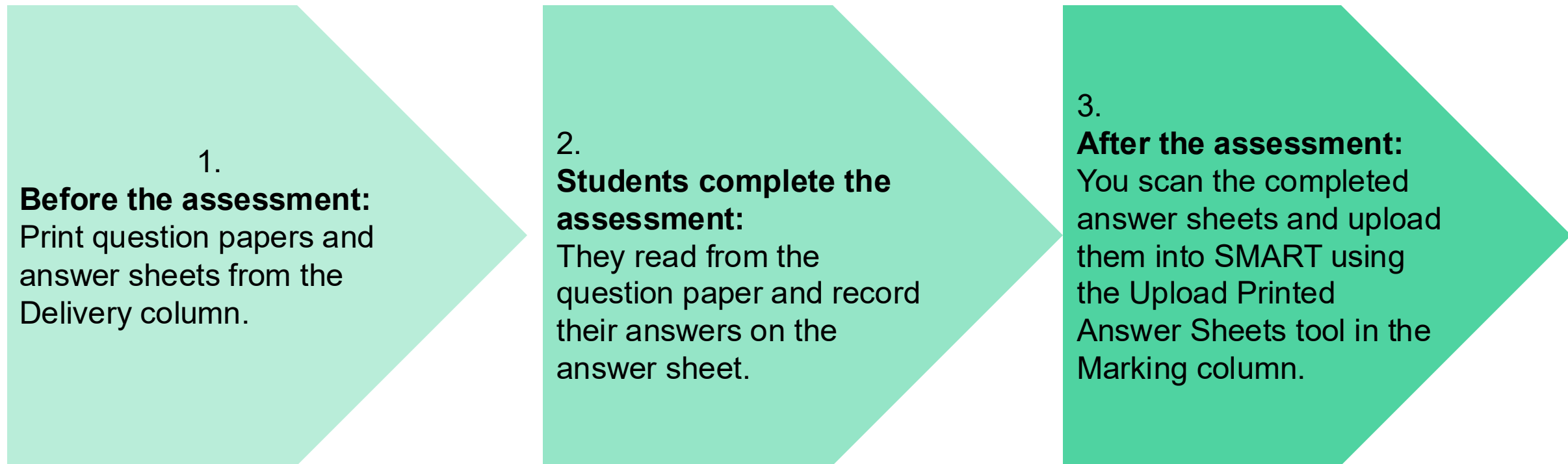
- **Question papers** contain the assessment questions and any stimulus material (images, diagrams, text passages). Students read from the question paper, but they do not write on it. Question papers can be reused across students if needed.
- **Answer sheets** are where students record their responses. Each student needs their own answer sheet. Answer sheets are specifically designed to be scanned and uploaded back into SMART after the assessment, so that paper-based results feed into the same marking and reporting system as online assessments.

Both are printed from the Delivery column on the SMART dashboard using separate tools: **Print Paper Assessments** for the question papers, and **Print Answer Sheets** for the answer sheets.

Preparing for a paper-based assessment

The Paper-Based workflow at a glance:

The full paper-based workflow runs across two phases of the dashboard:




SMART then processes the responses alongside any online submissions.

Preparing for a paper-based assessment

Step 1

Select 'Print paper assessments' from the SMART Dashboard to print the assessment questions.

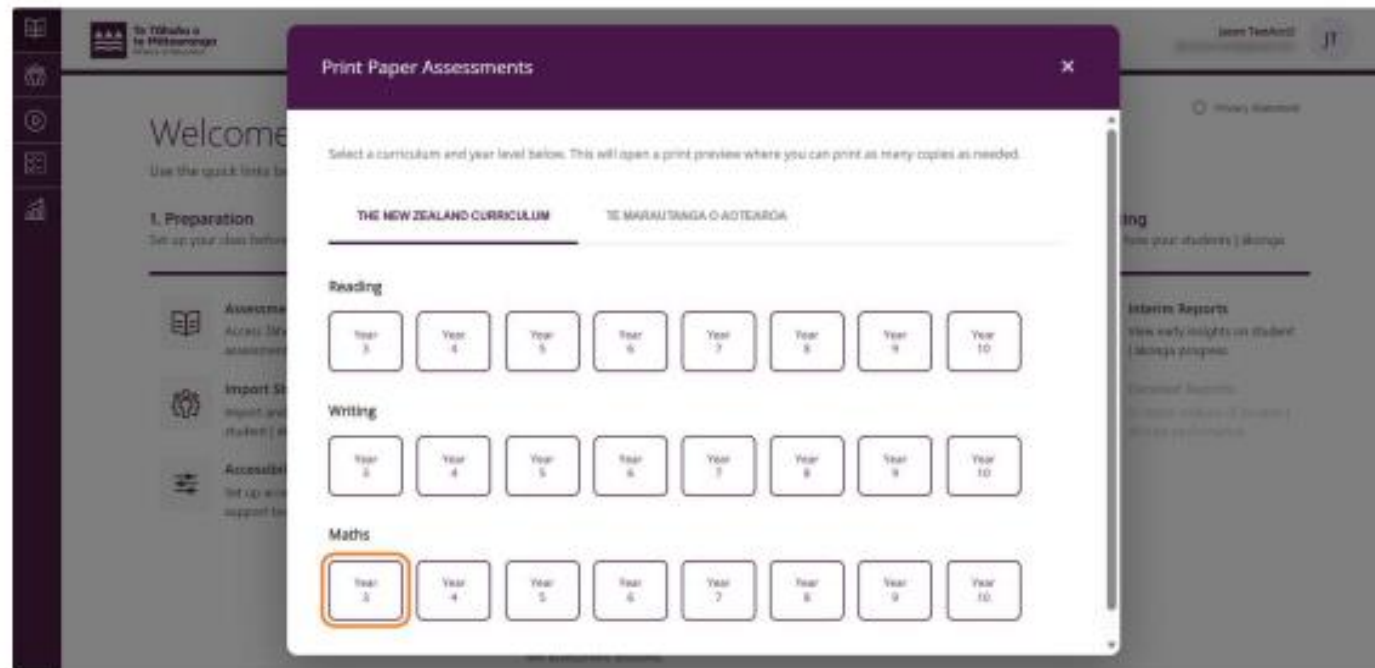


The screenshot displays the SMART Dashboard interface. At the top, it says "Welcome Jason!" and "Use the quick links below to easily access each step." The dashboard is organized into four main sections: 1. Preparation, 2. Delivery, 3. Marking, and 4. Reporting. The "Print Paper Assessments" option in the "Delivery" section is highlighted with a red box. The "Preparation" section includes "Assessment Resources", "Import Students | Akeanga", and "Accessibility Preferences". The "Delivery" section includes "Print Student | Akeanga Codes", "Print Paper Assessments", "Print Answer Sheets", and "Deliver Assessment Session". The "Marking" section includes "Upload Printed Answer Sheets", "Flagged Print Submissions", and "Mark Assessment". The "Reporting" section includes "Interim Reports" and "Detailed Reports".

Preparing for a paper-based assessment

Step 2

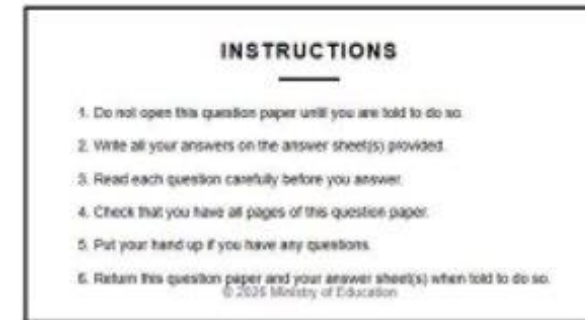
Select the curriculum (NZC or TMoA), the assessment type (reading, writing or maths) and the year group. In this example we have chosen NZC, Maths, and year 3.



Preparing for a paper-based assessment

Step 3

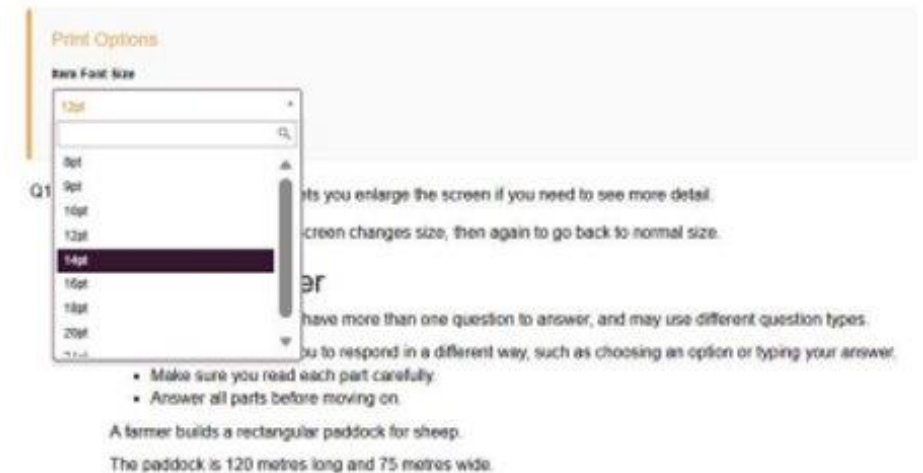
A print preview of the assessment will appear on the screen.



Step 4

The text size is automatically set at 12pt for printing.

For students who require 'Large print' paper assessments you can adjust the text size.



Preparing for a paper-based assessment

Step 5

Once you have set the desired font size go to the top-right of the screen and select 'Print'

Step 6

A print preview of the assessment form is displayed in the browser – review the print settings and select the number of copies you want to print. Select 'Print'.

Print Preview Print

Te Tāhuhu o te Mātauranga
Ministry of Education

Jaxs - The New Zealand Curriculum Assessment Math

INSTRUCTIONS

1. Do not open this question paper until you are told to do so.
2. Write all your answers on the answer sheet(s) provided.
3. Read each question carefully before you answer.
4. Check that you have all pages of this question paper.
5. Put your hand up if you have any questions.
6. Return this question paper and your answer sheet(s) when told to do so.

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Print Options

Show Font Size

12pt

Preparing for a paper-based assessment

This is an example of a printed student answer sheet.



Student's Name



MCQ Only (Copy 2)

INSTRUCTIONS

1. All questions are in your separate question paper.
2. Write your answers neatly in the spaces provided on this answer sheet.
3. For multiple choice questions, fill in the circle or checkbox completely.
4. Do not write on or colour in the QR codes in the corners of the page.

Q1 A B C

Q2 A B C

Q3 A B C

Q4 A B C

Q5 A B C D

Q6 A B C D

Q7 A B C

Q8 A B C

Q9 _____

Q10 A B C

Q11 A B C D

Q12 A B C D



1/3



After the Assessment: Scanning and Uploading

Once your paper-based students have completed the assessment, you will need to scan their answer sheets and upload them into SMART. This is done using the Upload Printed Answer Sheets tool in the Marking column of the dashboard.

Scanning and uploading the answer sheets connects the paper-based results into the same system as online submissions. This means all of your students' results, whether they completed the assessment online or on paper, appear together in your reports.

The scanning and uploading process is covered in detail in the Marking module. For now, the important thing to know is that answer sheets are designed to be scanned, so they need to be printed clearly and students need to write within the designated areas.

What You'll Need on the Day- Checklist



Before assessment day, confirm you have the following ready:

- Assessment session created with a memorable name.
- Session code noted and accessible.
- Student one-time code cards printed and cut.
- Devices charged and connected to the internet.
- SMART URL ready to display on the whiteboard or pre-entered on devices.
- A plan for any students completing the assessment on paper (see next lesson).

Whether your students are working online, on paper, or a mix of both, the preparation is done. Now let's walk through what happens on assessment day.

Delivering an Assessment

Delivering an Assessment

Assessment day brings together everything you have prepared.

This lesson walks through the experience from two perspectives, yours as the teacher, and your students'.

Understanding both views helps you support students confidently and troubleshoot if anything unexpected happens.

Recap: What you should have ready

Before starting the assessment, confirm you have:

- Your session code (from when you created the session)
- Student one-time code cards (printed and cut)
- Devices ready (charged, connected, with the SMART URL accessible)
- For paper-based students: question papers and answer sheets printed

Delivering an Assessment

Step 1

At the time you wish to start an assessment go to the SMART dashboard and select “Deliver Assessment Session”.

The screenshot shows the SMART dashboard interface. At the top left is the Te Tāhuhu o te Mātauranga logo. The user is logged in as Jason TestAcct2. The dashboard is titled "Welcome Jason!" and provides quick links to four main steps: 1. Preparation, 2. Delivery, 3. Marking, and 4. Reporting. The "Deliver Assessment Session" option under the Delivery step is highlighted with an orange border.

1. Preparation
Set up your class before testing.

- Assessment Resources: Access Tāhurangi teaching and assessment resources.
- Import Students | Ākonga: Import and organise your student | ākonga classes.
- Accessibility Preferences: Set up accessibility and extra support tools.

2. Delivery
Run assessments with your students | ākonga.

- Print Student | Ākonga Codes: Print unique login codes for your students | ākonga to start the online assessment.
- Print Paper Assessments: Print paper assessment packs for paper-based delivery.
- Print Answer Sheets: Print paper answer sheets for paper-based delivery.
- Deliver Assessment Session**: Create, manage and monitor live assessment sessions.

3. Marking
Mark and review student | ākonga work.

- Upload Printed Answer Sheets: Scan and upload paper submissions for paper-based delivery.
- Flagged Print Submissions: Review scanned submissions that need your attention for paper-based delivery.
- Mark Assessments: Mark and review student | ākonga submissions.

4. Reporting
Understand how your students | ākonga performed.

- Interim Reports: View early insights on student | ākonga progress.
- Detailed Reports: In-depth analysis of student | ākonga performance.

Delivering an Assessment

Step 2

You will be redirected to the session dashboard. You need to locate the session you created. This is where the session name you created helps.

Session Code	Session name	Completed / Started	Created On	Start Time	Finalisation Time	First Student Started	Status	Teacher
KJY-TX-RXD	Maths Year 10	0	Today at 14:24				Open	Jason TestAcct2
WQP-CZ-BXY	Maths Year 10	0	Today at 14:23				Open	Jason TestAcct2
DTX-BX-WKB	Jason Year 3 Maths	1	Today at 13:46	Today at 17:24	Today at 18:00	Today at 17:24	Finalised	Jason TestAcct2

This dashboard will show all sessions created by all teachers at your school. For large schools that may be many sessions. You can locate your session using the search function (shown highlighted). Select the session you created for this assessment and click on the session code. This will take you to your session dashboard where you will monitor the live assessment.

Delivering an Assessment

Step 3

You are now in your session dashboard. This will allow you to start the session, supervise the session and finish the session.

For now, take note of the session code, you will share this with students.



The screenshot displays the 'Session Administration' interface for 'Jason Year 3 Maths' at 'St Albans School'. The page header includes the Ministry of Education logo and the user 'Jason TestAcct2' with initials 'JT'. The main content area shows the session code 'DTX-BX-WKB' in a grey box, which is highlighted with a red border. Below the code, instructions are provided: 'Step 1: Write session code on the board' and 'Step 2: Start the session'. To the right, there is a '0 students' indicator, a 'Start session' button, and a 'Search for Student' input field. At the bottom, there are filters for 'All (0)', 'Not started (0)', 'Started (0)', 'Submitted (0)', and 'Other (0)', and a message 'No items to display.'.

Getting students into the Assessment

Getting students into the Assessment

Step 4

It is time to help students enter the assessment. To do this you will need your session code and the student one-time codes.

In your classroom, or wherever you are with the students, if they are using devices (online) begin by ensuring they each have their one-time code card.

Students using a paper-based assessment do not need to worry about this step.

	A	B	C	D	E
1	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl
2	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading
3	LS NZC1	LS NZC7	LS NZC7	LS NZC8	LS NZC8
4					
5	Class: 4A	Class: 4A	Class: 4A	Class: 4A	Class: 4A
6	XN-WQ-MZ-WN	ZT-QB-ZT-QQ	ZT-QB-ZT-QQ	WY-TK-QM-FG	WY-TK-QM-FG
7					
8	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl
9	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading
10	LS NZC10	LS NZC11	LS NZC11	LS NZC12	LS NZC12
11					
12	Class: 3B	Class: 4B	Class: 4B	Class: 4B	Class: 4B
13	SM-XY-TR-KN	FC-XR-BS-RV	FC-XR-BS-RV	BS-RM-NG-QQ	BS-RM-NG-QQ
14					
15	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl	URL: bit.ly/smarturl
16	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading	Y4 Trial Reading
17	LS NZC13	LS NZC14	LS NZC14	LS NZC27	LS NZC27
18					
19	Class: 4B	Class: 3B	Class: 3B	Class: 4B	Class: 4B
20	PQ-JS-TW-GZ	ZH-JL-XZ-JK	ZH-JL-XZ-JK	FH-SD-YV-BL	FH-SD-YV-BL

Getting students into the Assessment

The student one-time code card has several features:

	A
1	URL: bit.ly/smarturl
2	Y4 Trial Reading
3	LS NZC1
4	Sarah Smith
5	Class: 4A
6	XN-WQ-MZ-WN
7	

The URL short link for students to access SMART.

The assessment type.

The curriculum(NZC or TMOA)

The student's name and class.

The student one-time code.

Getting students into the Assessment

Step 5:

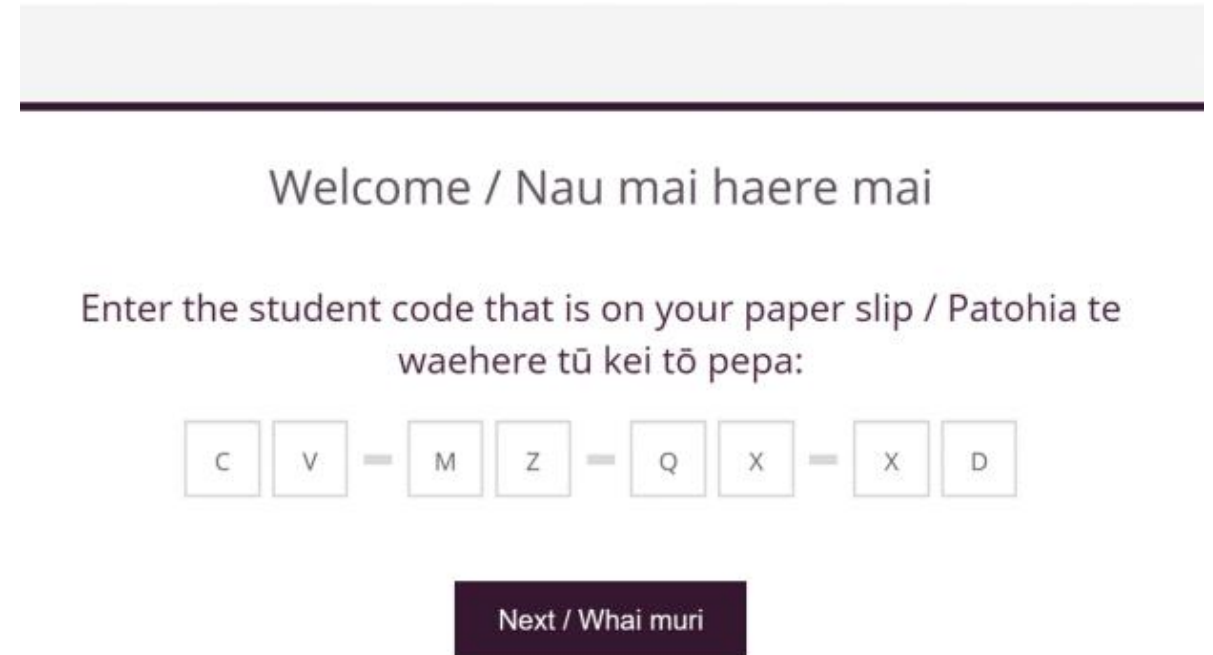
Get students settled. Ask them to type the short link (at the top of the one-time code card) into the browser.

You could also write the URL on the white board or may want to enter it into the devices before students arrive.

Once students enter the URL and press return, they will be directed to the student welcome and code page.

Step 6:

Students enter their one-time code into the spaces on screen.



Welcome / Nau mai haere mai

Enter the student code that is on your paper slip / Patohia te waehere tū kei tō pepa:

C V - M Z - Q X - X D

Next / Whai muri

The screenshot shows a digital interface for student login. At the top, there is a grey header bar. Below it, the text 'Welcome / Nau mai haere mai' is displayed in a dark grey font. Underneath, the instruction 'Enter the student code that is on your paper slip / Patohia te waehere tū kei tō pepa:' is shown in a lighter grey font. The code entry area consists of a row of ten boxes: the first two contain 'C' and 'V', followed by a hyphen, the next two contain 'M' and 'Z', followed by another hyphen, the next two contain 'Q' and 'X', followed by a third hyphen, and the final two contain 'X' and 'D'. Below this row is a dark blue button with the text 'Next / Whai muri' in white.

Getting students into the Assessment

Step 7:

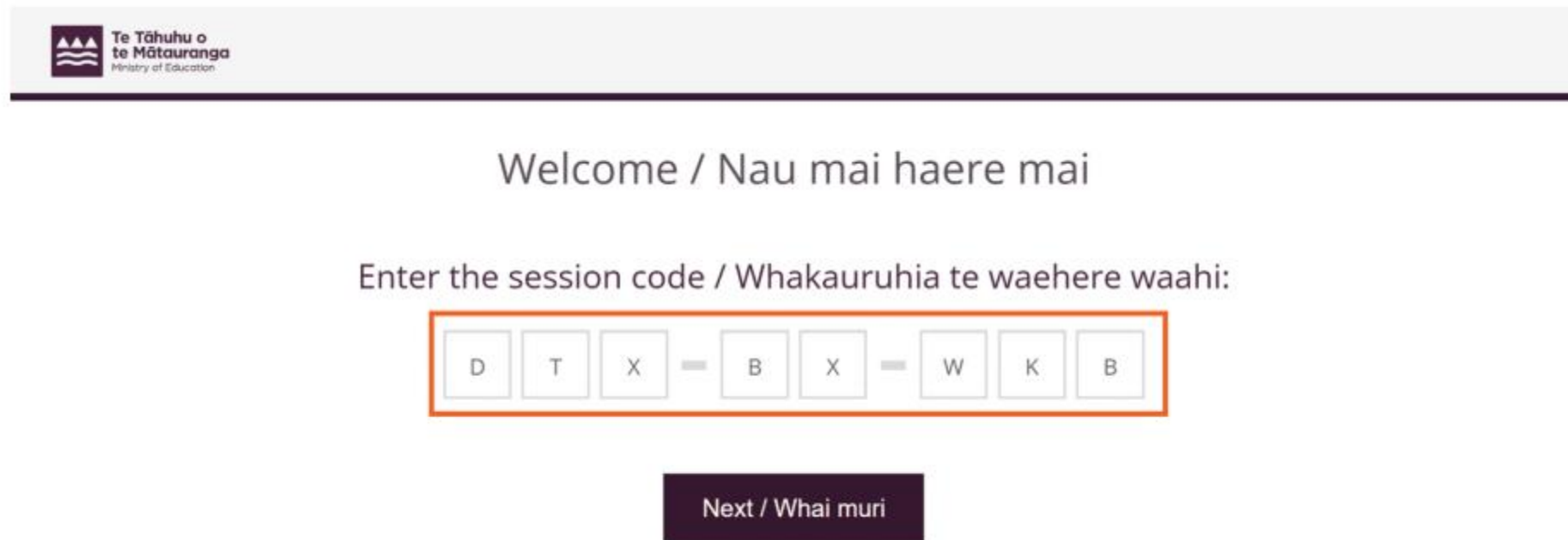
Students will see the session code screen.

Write the session code on the whiteboard or read it aloud to students.

This is the code you noted down at step 2 from your session dashboard.

Step 8:

Students enter your session code into their screen and press 'Next'.



The screenshot shows the top header of the assessment interface with the Te Tāhuhu o te Mātauranga Ministry of Education logo. Below the header, the text "Welcome / Nau mai haere mai" is displayed. Underneath, the instruction "Enter the session code / Whakauruhia te waeheere waahi:" is shown. A session code "DTX - BX - WK B" is entered into a series of input boxes, which are highlighted with an orange border. At the bottom, a dark blue button labeled "Next / Whai muri" is visible.

Getting students into the Assessment

Step 9:

Students are directed to a screen asking them to confirm the assessment.

They will see:

The assessment they are about to complete

Their name



Jaxs -The New Zealand Curriculum Assessment
Math

Ko koe / Are you?

Ingoa katoa / Full name: Jason-Alpha JasonStAlbans

Kao / No Ae / Yes

Getting students into the Assessment



Jaxs -The New Zealand Curriculum Assessment
Math

Ko koe / Are you?

Ingoa katoa / Full name: Jason-Alpha JasonStAlbans

Kao / No Ae / Yes

If the details are incorrect

They need to select NO and inform you. You will need to check they are entered for the assessment and issue another student code.

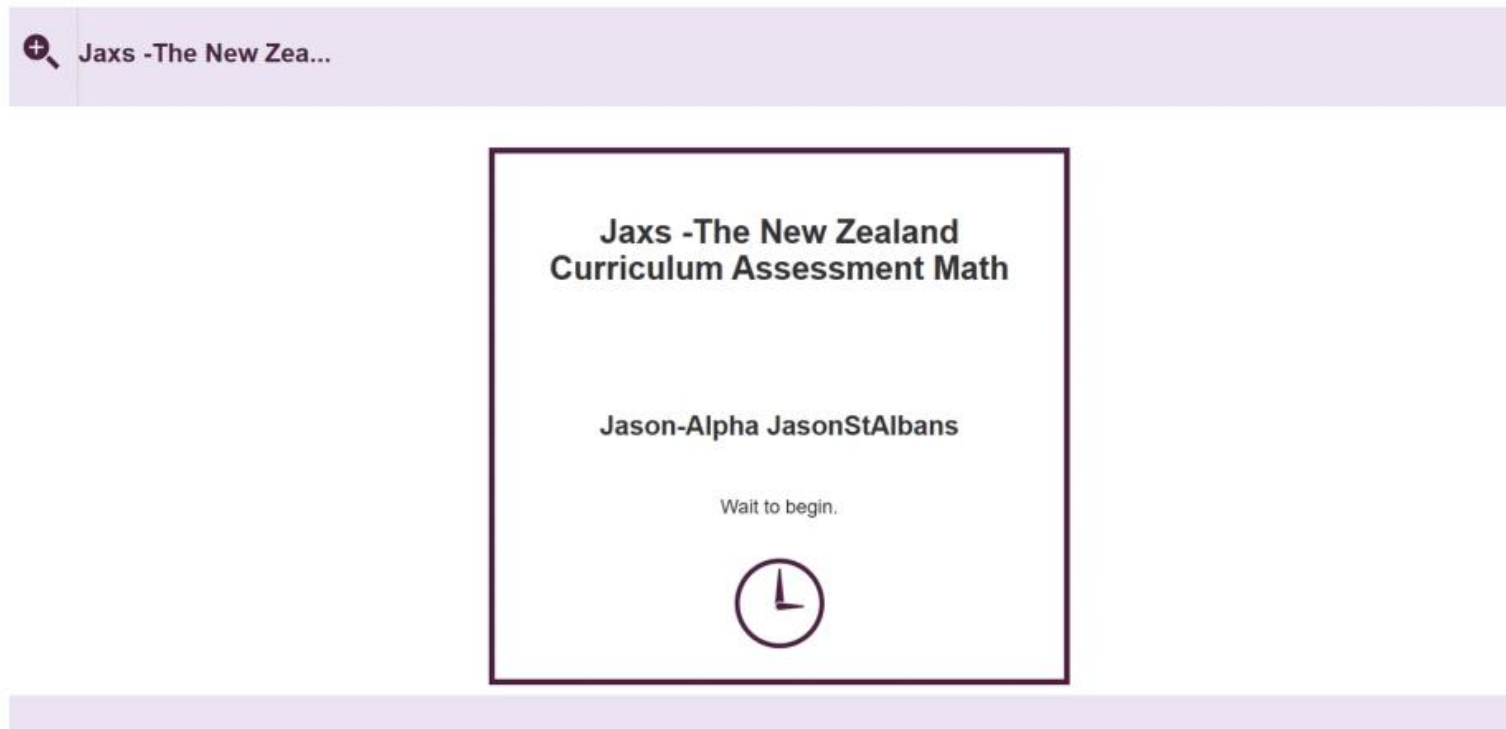
If the details are correct

They need to select Yes

Getting students into the Assessment

Step 10

Students will be directed to the wait screen. This screen will remain until you start the assessment. It allows you the time needed to check all students have logged in and are ready to start.



Getting students into the Assessment

Step 11

Return to your session dashboard

You will see students start appearing at the bottom of the screen (highlighted). As students arrive at the wait screen, they also appear on your session dashboard.

The screenshot shows the 'Session Administration - Jason Year 3 Maths' dashboard. The session code is 'DTX-BX-WKB'. The dashboard indicates that 1 student is present. Below this, there are filters for 'All (1)', 'Not started (1)', 'Started (0)', 'Submitted (0)', and 'Other (0)'. A table lists the student 'Jason-Alpha JasonStAlbans' with a status of 'Not started' and a progress of '0 / 4'. The table is highlighted with an orange border.

Student	Assess Code	Status	Assessment Name	Progress	Time joined	Actions
Jason-Alpha JasonStAlbans	CV-MZ-QX-XD	Not started	jaxs -The New Zealand Curriculum Assessment Math	0 / 4	17:20	

Getting students into the Assessment

You will also see the number of students waiting to start the assessment in the space above the start session button.

When all students are displayed on your dashboard select “Start session”.

The screenshot displays the 'Session Administration' page for 'Jason Year 3 Maths' at 'St Albans School'. The page header includes the Ministry of Education logo and the user 'Jason TestAcct2'. The session code is 'DTX-BX-WKB'. Below the code, there are instructions: 'Step 1: Write session code on the board' and 'Step 2: Start the session'. A box on the right shows '1 student' and a 'Start session' button, which is highlighted with an orange border. Below this is a 'Search for Student' button. At the bottom, there are filters for 'All (1)', 'Not started (1)', 'Started (0)', 'Submitted (0)', and 'Other (0)'.

Getting students into the Assessment

You will see a pop up asking you to confirm you wish to start the session. Select Yes and the session begins.

The screenshot displays the 'Session Administration - Jason Year 3 Maths' interface. A modal dialog box titled 'SMART Test' is open, asking for confirmation to start the session. The dialog text reads: 'Are you sure you want to start the students' session? Students who join the assessment after this will be automatically admitted to the session.' Below the text are 'Yes' and 'No' buttons. The background interface shows a session code 'DTX-BX-WKB', instructions for starting the session, a student count of '1 student', and a table of student participation.

Student	Access Code	Status	Assessment Name	Progress	Time joined *	Actions
<input type="checkbox"/> Jason-Alpha JasonStAlbans	CV-MZ-QX-XD	Not started	javs -The New Zealand Curriculum Assessment Math	0 / 4	17:20	

Getting students into the Assessment

Step 12

Once you start the session the student's assessment will load. Their first question will appear on screen, and they can start the assessment.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:59 (Hours: Mins), a 'Hide time' button, the title 'Jaxs -The New Zea...', and 'Item 1 of 4'. On the right side of the navigation bar are icons for a keyboard, a sun, a calculator, and a document.

Below the navigation bar, there is a yellow information box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

The main content area features a diagram of a rectangular paddock. The paddock is green and contains 12 sheep. The length of the paddock is labeled as 120 m and the width as 75 m.

To the right of the diagram, there is a purple box titled 'Multiple Answer' with the following text: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this are three bullet points: 'Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', 'Make sure you read each part carefully.', and 'Answer all parts before moving on.'

Below the purple box, the question text reads: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and 'm²'. Below the question is the prompt 'Show your working below:' followed by a large text input area.

At the bottom right of the interface, there are two buttons: 'Flag' with a flag icon and 'Next' with a right-pointing arrow icon.

Getting students into the Assessment

Monitor students from your dashboard

You can monitor students from your session dashboard using the tabs highlighted.

Students who have not started the assessment.

All students admitted to the assessment.

Te Tōhuhu o te Mōtauranga
Ministry of Education

Session Administration - Jason Year 3 Maths
at St Albans School

Session Code **DTX-BX-WKB**

Step 1: Write session code on the board
Step 2: Start the session

All (1) Not started (1) Started (0) Submitted (0)

Student	Access Code	Status	Assessment Name
Jason-Alpha JasonStAlbans	CV-MZ-QX-XD	Not started	jaxs - The New Zealand t

Recent activities

Students who have started the assessment.

Students who have finished the assessment and submitted it for marking.

Getting students into the Assessment

Monitor students from your dashboard

Other- Meaning students you have decided to:

Pause- only required in a timed assessment, where you pause the countdown for the student – to go toilet or get equipment. When the student returns you can resume the countdown, and they have lost no time. It does mean they will finish later than the others.

Postpone- only required if a student needs to leave and you don't expect them back in time. Postpone means they can restart the assessment at another time.

Cancel- this removes a student from the assessment and your session. Used for nonattendance, moved schools etc.

Abandon- used when a student changes from online assessment to paper-based assessment during the session

Te Tōhuhu o te Mātauranga
Ministry of Education

Session Administration - Jason Year 3 Maths
at St Albans School

Session Code **DTX-BX-WKB**

Step 1: Write session code on the board
Step 2: Start the session

All (1) Not started (1) Started (0) Submitted (0) **Other (0)**

<input type="checkbox"/>	Student	Access Code
<input type="checkbox"/>	Jason-Alpha jasonStAlbans	CV-MZ-QX-XD

1 20

> Recent activities

Getting students into the Assessment

Monitor students from your dashboard

Student progress:

You can see the progression of the students in real time as they make their way through the questions.

Te Tōhuhu o te Mōtauranga
Ministry of Education

Jason TestAcct2 JT

Session Administration - Jason Year 3 Maths

at St Albans School

Session Code: **DTX-BX-WKB**

Step 1: Write session code on the board
Step 2: Start the session

1 student

Start session

Search for Student

All (1) Not started (1) Started (0) Submitted (0) Other (0)

<input type="checkbox"/>	Student	Access Code	Status	Assessment Name	Progress	Time joined	Actions
<input type="checkbox"/>	jason-Alpha jasonStAlbans	CV-MZ-QX-XD	Not started	jaxis -The New Zealand Curriculum Assessment Math	0 / 4	17:20	

1 - 1 of 1 items

Recent activities

What the Students See

The following slides show the student assessment and how they will work their way through an assessment. For this example, we have a mock four question maths assessment.

What Students See

Question one is displayed to students

There are two areas of this question that the student should focus on:

1. Question stimulus

This is where students will see visual stimulus for the question- in this example the paddock they are being asked to calculate the area of.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a magnifying glass icon, a timer showing 00:59 (Hours: 00, Mins: 59), a 'Hide time' button, the page title 'Jaxs -The New Zea...', 'Item 1 of 4', and several utility icons (ruler, sun, calculator, pencil). Below the navigation bar, there is a yellow information box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' Below this box is a diagram of a rectangular paddock. The paddock is a light green rectangle with a black border. Inside the rectangle, there are 12 sheep. The length of the rectangle is labeled as 120 m and the width is labeled as 75 m. To the right of the diagram, there is a purple box titled 'Multiple Answer' with the following text: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this text are three bullet points: 'Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', 'Make sure you read each part carefully.', and 'Answer all parts before moving on.' Below the purple box, there is a question: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and the unit 'm²'. Below the question, there is a text input field for 'Show your working below:'. At the bottom right of the interface, there are two buttons: 'Flag' and 'Next'.

What Students See

Question one is displayed to students

There are two areas of this question that the student should focus on:

2. The answer fields

The space where students enter their answers.

The screenshot shows a digital assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:59, a 'Hide time' button, the title 'Jaxs -The New Zea...', and 'Item 1 of 4'. On the right side of the navigation bar are icons for a ruler, a sun, a calculator, and a document.

Below the navigation bar, there is a yellow information box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

The main content area is divided into two sections. On the left, there is a diagram of a rectangular paddock with a light green background. Inside the rectangle are 12 sheep. The length of the rectangle is labeled as 120 m and the width as 75 m. On the right, there is a 'Multiple Answer' section with a purple header. Below the header, it says 'Multiple answer questions have more than one question to answer, and may use different question types.' followed by three bullet points:

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

Below the 'Multiple Answer' section, there is a question text: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and 'm²'. Below the question, it says 'Show your working below:' followed by a large empty text area for the student's work.

At the bottom of the interface, there is a navigation bar with a 'Flag' button and a 'Next' button with a right-pointing arrow.

What Students See

Online Assessment Tools

The calculator.

This area displays the tools available to the student

The screenshot shows an online assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:59 (Hours Mins), a 'Hide time' button, the page title 'Jaxs -The New Zea...', and 'Item 1 of 4'. On the right side of the navigation bar, a toolbar is highlighted with an orange box, containing icons for a ruler, a protractor, a calculator, and a notepad. Below the navigation bar, there is a yellow information box on the left with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' To the right of this box is a diagram of a rectangular paddock containing 12 sheep. The paddock is labeled with a length of 120 m and a width of 75 m. Further right is a purple box titled 'Multiple Answer' with the text: 'Multiple answer questions have more than one question to answer, and may use different question types.' followed by a bulleted list:

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

 Below this box is the question text: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by an input field and 'm²'. Below the question is the text 'Show your working below:' and a large empty text area for the student's work. At the bottom of the interface, there are 'Flag' and 'Next' buttons.

What Students See

Online Assessment Tools

This area displays the tools available to the student

The screenshot shows an online assessment interface. At the top, there is a toolbar with various icons. A calculator icon is highlighted with an orange box. Below the toolbar, there is a navigation bar with a search icon, a timer showing 00:59, a 'Hide time' button, and the text 'Jaxs -The New Zea...'. To the right of the navigation bar, it says 'Item 1 of 4' with a grid icon. Below the navigation bar, there is a yellow information box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' Below the information box, there is a diagram of a rectangular paddock with sheep. The paddock is 120 m long and 75 m wide. To the right of the diagram, there is a 'Multiple Answer' section with the following text: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this, there are three bullet points: 'Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', 'Make sure you read each part carefully.', and 'Answer all parts before moving on.' Below the bullet points, there is a question: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and 'm²'. Below the question, there is a 'Show your working below:' label and a large text input area. At the bottom of the interface, there are 'Flag' and 'Next' buttons.

The calculator.

What Students See

Online Assessment Tools

This area displays the tools available to the student

The screenshot shows an online assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:59 (Hours Mins), a 'Hide time' button, the page title 'Jaxs -The New Zea...', and 'Item 1 of 4'. To the right of the navigation bar are icons for a ruler, a protractor, a calculator, and a notebook icon (highlighted with an orange box).

On the left side, there is a yellow information box with a magnifying glass icon and the text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

The main content area on the left features a diagram of a rectangular paddock. The paddock is green and contains several sheep. The length of the paddock is labeled as 120 m and the width as 75 m.

On the right side, there is a purple box titled 'Multiple Answer' with the following text: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this are three bullet points:

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

Below the purple box, the question text reads: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by an input field and the unit m^2 . Below the question is the text 'Show your working below:' followed by a large empty text area for the student's work.

At the bottom of the interface, there is a navigation bar with a 'Flag' button and a 'Next' button.

The notebook - Students can use for taking notes or for working out. If a question asks students to show working out (as this question does) they must complete the answer field. Anything entered in the notebook is not saved or stored

What Students See

Online Assessment Tools

This area displays the tools available to the student

The screenshot shows an online assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:46, a 'Hide time' button, the page title 'Jaxs -The New Zea...', and 'Item 1 of 4'. On the right side of the navigation bar, there are icons for a ruler, a protractor (highlighted with an orange box), a calculator, and a pencil. Below the navigation bar, there is a yellow information box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' To the left of the question is a diagram of a rectangular paddock with sheep inside. The paddock is labeled with a length of 120 m and a width of 75 m. To the right of the diagram is a text box with the question: 'Multiple Answer Multiple answer questions have more than one question to answer, and may use different question types. Each part may ask you to respond in a different way, such as choosing an option or typing your answer. Make sure you read each part carefully. Answer all parts before moving on. A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock? 900 m² Show your working below: 120 x 75 = 9000'. Below the text box is a protractor tool. An orange arrow points from the protractor icon in the navigation bar to the protractor tool. At the bottom of the interface, there are 'Flag' and 'Next' buttons.

The protractor.

What Students See

Online Assessment Tools

This area displays the tools available to the student

The screenshot shows an online assessment interface. At the top, there is a toolbar with various icons. One icon, representing a ruler, is highlighted with an orange box. An orange arrow points from this icon to a ruler tool located at the bottom of the screen. The main content area displays a math problem: "A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?" The answer "9000" is entered in a text box, and the working "120 x 75 = 9000" is shown in a separate box. A sidebar on the right provides instructions for "Multiple Answer" questions.

The ruler.

What Students See

The questions

This is an expandable section that the student | ākonga can use to view their overall progress. It shows the total number of questions in the assessment, those that have been answered, any that have been flagged, any that are unread, and any that are unanswered. The student | ākonga can also use this screen to jump to any question, including to the end of the assessment.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:59 (Hours: 00, Mins: 59), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 1 of 4' with a grid icon. To the right of the grid icon are icons for a ruler, a sun, a calculator, and a notepad.

Below the navigation bar, there is a yellow information box with a magnifying glass icon and the text: 'In the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

The main content area is divided into two columns. The left column contains a diagram of a rectangular paddock with sheep. The paddock is labeled with dimensions: 120 m long and 75 m wide. There are 12 sheep inside the paddock.

The right column contains a 'Multiple Answer' question. The text reads: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this are three bullet points:

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

The question text is: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and the unit 'm²'. Below the question is a section labeled 'Show your working below:' with a large text area for the student's work.

At the bottom of the interface, there is a navigation bar with a 'Flag' button (with a flag icon) and a 'Next' button (with a right arrow icon).

What Students See

The Flag

Students can flag any question they are unsure of or wish to return to later.

The screenshot shows a SMART Assessment interface. At the top, there is a navigation bar with a magnifying glass icon, a timer showing 00:59 (Hours: 00, Mins: 59), a 'Hide time' button, the title 'Jaxs -The New Zea...', 'Item 1 of 4', and several utility icons (eraser, sun, calculator, notepad). Below the navigation bar, there is a yellow information box on the left that says: 'i + in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' To the right of this box is a diagram of a rectangular paddock containing 12 sheep. The paddock is labeled with a length of 120 m and a width of 75 m. To the right of the diagram is a purple box titled 'Multiple Answer' with the following text: 'Multiple answer questions have more than one question to answer, and may use different question types.' followed by a bulleted list: '• Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', '• Make sure you read each part carefully.', and '• Answer all parts before moving on.' Below this box is a question: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' followed by a text input field and the unit 'm²'. Below the question is the text 'Show your working below:' followed by a large text area for working. At the bottom of the interface, there is a purple bar with a 'Flag' button (highlighted with an orange border) and a 'Next' button with a right-pointing arrow.

Students view questions

Step 14: Question 1

The student can select the calculator to help them with maths questions.

The screenshot shows a student assessment interface. At the top, there is a timer showing 00:53, a 'Hide time' button, and the page title 'Jaxs -The New Zea...'. The current question is 'Item 1 of 4'. A toolbar at the top right includes icons for a ruler, a protractor, a calculator, and a pencil. The main content area is split into two panels. The left panel contains a math problem: 'A farmer builds a rectangular paddock. The paddock is 120 m long and 75 m wide. What is the area of the paddock? Show your working...'. The right panel shows a 'Multiple Answer' question type with instructions and a list of options. A calculator icon in the toolbar is highlighted with an orange box, and an orange arrow points to it. The calculator is a standard scientific calculator with a display screen and various function buttons.

They can drag the calculator around the screen to a place they want it to be

Students view questions

Use the calculator and then enter the answer in the fields available.

00:50
Hours Mins

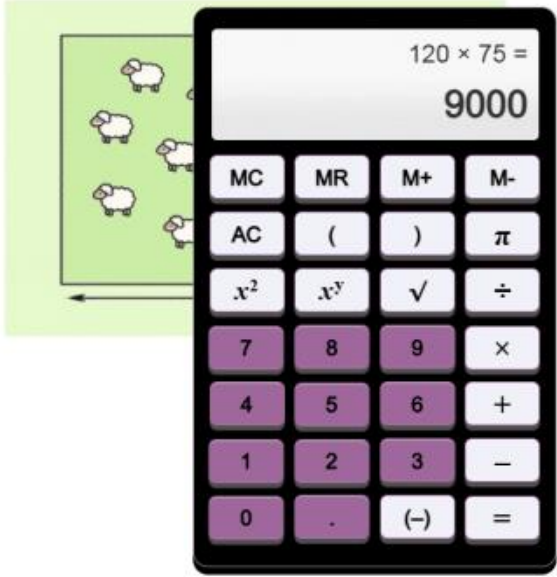
Hide time

Jaxs -The New Zea...

Item 1 of 4

+

in the top left corner lets you enlarge the screen if you need to see more detail.
Try it now to see how the screen changes size, then again to go back to normal size.



Multiple Answer

Multiple answer questions have more than one question to answer, and may use different question types.

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

A farmer builds a rectangular paddock for sheep.
The paddock is 120 metres long and 75 metres wide.

What is the area of the paddock? m²

Show your working below:

Students view questions

If the student wants to practice their working out before adding their answer they can choose the notepad.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:49 (Hours Mins), a 'Hide time' button, the page title 'Jaxs -The New Zea...', and 'Item 1 of 4'. On the right side of the navigation bar, there are icons for a calculator, a notepad, and a flag. The notepad icon is highlighted with an orange box, and an orange arrow points from it to a 'Notepad' window.

The 'Notepad' window has a title bar with a close button (x) and contains the text: 'Use this notepad to record your notes whilst taking this test. Your notes will not be shared with the marker or count towards your results.' Below this is a large empty text area.

Below the notepad, the question text reads: 'The paddock is 120 metres long and 75 metres wide.' Below this is a question: 'What is the area of the paddock?' with an input field containing '9000' and 'm²' to its right. Below the question is the text 'Show your working below:' followed by a large empty text area.

On the left side of the interface, there is a calculator showing the calculation $120 \times 75 = 9000$. To the left of the calculator is a diagram of a rectangular paddock with sheep inside. A yellow information box in the top left corner contains the text: 'i + in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

At the bottom of the interface, there are two buttons: 'Flag' with a flag icon and 'Next' with a right arrow icon.

Students view questions

Anything typed on the notepad for this question is temporary and is not saved.

The screenshot shows a student assessment interface. At the top, there is a timer showing 00:48 (Hours: 00, Mins: 48) and a 'Hide time' button. The page title is 'Jaxs -The New Zea...'. The current item is 'Item 1 of 4'. There are icons for a ruler, a sun, a calculator, and a notepad.

A yellow information box in the top left corner contains the text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' Below this box is a small diagram of a green rectangle with sheep inside, and a larger calculator overlaying it. The calculator shows the calculation $120 \times 75 = 9000$.

A 'Notepad' window is open on the right side of the screen. It has a title bar with a close button (x). The text inside the notepad reads: 'Use this notepad to record your notes whilst taking this test. Your notes will not be shared with the marker or count towards your results.' Below this text is a text input field containing the text 'for notes or working things out'.

The main question area contains the text: 'The paddock is 120 metres long and 75 metres wide.' Below this is a question: 'What is the area of the paddock?' followed by an input field containing '9000' and the unit 'm²'. Below the question is the text 'Show your working below:' followed by a large empty text area for the student to write their work.

At the bottom of the interface, there are two buttons: 'Flag' and 'Next'.

Students view questions

This question asks students to show their working out. They need to do this in the answer field (highlighted).

The screenshot shows a digital assessment interface. At the top, there is a timer showing 00:47, a 'Hide time' button, and the title 'Jaxs -The New Zea...'. The current item is 'Item 1 of 4'. On the left, there is a help box with a magnifying glass icon and text: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.' Below this is a diagram of a rectangular paddock with sheep and a calculator. The calculator display shows '120 x 75 =' and '9000'. On the right, there is a 'Multiple Answer' section with instructions: 'Multiple answer questions have more than one question to answer, and may use different question types.' followed by three bullet points: 'Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', 'Make sure you read each part carefully.', and 'Answer all parts before moving on.' Below this is the question: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' with an input field containing '9000' and 'm²'. Below the question is the instruction 'Show your working below:' and a large text area with an orange border containing the calculation '120 x 75 = 9000'.

00 : 47
Hours Mins

Hide time

Jaxs -The New Zea...

Item 1 of 4

in the top left corner lets you enlarge the screen if you need to see more detail.
Try it now to see how the screen changes size, then again to go back to normal size.

120 x 75 =
9000

MC MR M+ M-
AC () π
x² x^y √ ÷
7 8 9 ×
4 5 6 +
1 2 3 -
0 . (-) =

Multiple Answer
Multiple answer questions have more than one question to answer, and may use different question types.

- Each part may ask you to respond in a different way, such as choosing an option or typing your answer.
- Make sure you read each part carefully.
- Answer all parts before moving on.

A farmer builds a rectangular paddock for sheep.
The paddock is 120 metres long and 75 metres wide.

What is the area of the paddock? m²

Show your working below:

120 x 75 = 9000

Students view questions

When the student has answered the question they select “Next” to move to the next question.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:43 (Hours Mins), a 'Hide time' button, the page title 'Jaxs -The New Zea...', and 'Item 1 of 4'. To the right of the navigation bar are icons for a ruler, a protractor, a calculator, and a notepad.

On the left side, there is a yellow information box with a magnifying glass icon. The text inside says: 'in the top left corner lets you enlarge the screen if you need to see more detail. Try it now to see how the screen changes size, then again to go back to normal size.'

Below the information box is a diagram of a rectangular paddock. The paddock is green and contains 12 sheep. The length of the paddock is labeled as 120 m and the width is labeled as 75 m.

On the right side, there is a purple box titled 'Multiple Answer'. The text inside says: 'Multiple answer questions have more than one question to answer, and may use different question types.' Below this are three bullet points: 'Each part may ask you to respond in a different way, such as choosing an option or typing your answer.', 'Make sure you read each part carefully.', and 'Answer all parts before moving on.'

Below the purple box, the question text reads: 'A farmer builds a rectangular paddock for sheep. The paddock is 120 metres long and 75 metres wide. What is the area of the paddock?' The answer '9000' is entered in a text box, followed by 'm²'.

Below the question, it says 'Show your working below:' and a text box contains the calculation '120 x 75 = 9000'.

At the bottom of the interface, there is a navigation bar with a 'Flag' button and a 'Next' button. The 'Next' button is highlighted with a red border.

Students view questions

Step 15: Question 2

+
00 : 42

Hide time

Jaxs -The New Zea...

Item 2 of 4 ■

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☷

Checkbox

Checkbox questions ask you to show your answers by ticking boxes in a table.

- Each row has an item, and you select the correct category by checking the box.
- Some items may fit more than one category.

The perimeter of a playground is measured.
The sides are 15 m, 25 m, 15 m and 25 m.

Which statements are correct, and which are incorrect?	Correct	Incorrect
The perimeter is 80 m.	<input type="checkbox"/>	<input type="checkbox"/>
The perimeter is 50 m.	<input type="checkbox"/>	<input type="checkbox"/>
The area is 375 m ² .	<input type="checkbox"/>	<input type="checkbox"/>
The area is 625 m ² .	<input type="checkbox"/>	<input type="checkbox"/>

Students view questions

This is an example of a check box question. It expects multiple responses. Students answer the question by completing all of check box options.

The screenshot shows a student assessment interface. At the top, there is a timer showing 00:41, a 'Hide time' button, and the text 'Jaxs -The New Zea...'. To the right, it says 'Item 2 of 4'. There are icons for a calculator, a sun, a grid, and a pencil.

On the left, there is a 'Checkbox' section with the following text: 'Checkbox questions ask you to show your work in a table.' Below this are two bullet points:

- Each row has an item, and you select the correct answer by checking the box.
- Some items may fit more than one box.

In the center, a calculator is open, showing the calculation $15 \times 25 = 375$.

On the right, there is a question: 'The perimeter of a playground is measured. The sides are 15 m, 25 m, 15 m and 25 m.' Below the question is a table with the following structure:

Which statements are correct, and which are incorrect?	Correct	Incorrect
The perimeter is 80 m.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The perimeter is 50 m.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The area is 375 m ² .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The area is 625 m ² .	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Students view questions

Press next to move to question 3

00 : 40 Hide time Jaxs -The New Zea... Item 2 of 4

Checkbox
 Checkbox questions ask you to show your answer in a table.

- Each row has an item, and you select the correct answer in the box.
- Some items may fit more than one box.

15 × 25 =
375

The perimeter of a playground is measured.
 The sides are 15 m, 25 m, 15 m and 25 m.

Which statements are correct, and which are incorrect?	Correct	Incorrect
The perimeter is 80 m.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The perimeter is 50 m.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The area is 375 m ² .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The area is 625 m ² .	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Back Flag Next

Students view questions

Step 16

Once a student has completed all questions they will be asked to review their answers.

The screenshot shows the end of an assessment interface. At the top, there is a header bar with a search icon, a timer showing 00:39 (Hours Mins), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 4 of 4' with a grid icon. Below the header, a message box with an orange border contains the text: 'You have reached the end of the assessment. To check your answers, click an item number below. If you are ready to finish the assessment, click **Finish**.' Below this message is a 'Progress summary' section with a 'Show all' button and four categories: '4 Answered' (dark purple), '0 Not answered' (grey), '0 Not read' (white), and '1 Flagged' (white with a red flag icon). Underneath is an 'Items' section with the instruction 'Click a number to go to that item.' and four numbered buttons (1, 2, 3, 4). The button for item 4 is highlighted with a red flag icon. At the bottom, there is a navigation bar with a 'Back' button on the left and a 'Finish' button on the right.

Students view questions

They will be shown a progress summary.

The screenshot shows a student assessment interface. At the top, there is a navigation bar with a search icon, a timer showing 00:39 (Hours: 00, Mins: 39), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 4 of 4' with a grid icon. Below this is a message box: 'You have reached the end of the assessment. To check your answers, click an item number below. If you are ready to finish the assessment, click **Finish**.' The main content area is titled 'Progress summary' and contains a bar chart with four categories: 'Show all' (4), 'Answered' (4), 'Not answered' (0), 'Not read' (0), and 'Flagged' (1). Below this is an 'Items' section with a prompt 'Click a number to go to that item.' and four numbered buttons (1, 2, 3, 4). At the bottom, there is a navigation bar with a 'Back' button and a 'Finish' button.

The number of questions answered.

The number of questions not answered.

The number of questions flagged.

The number of questions not read.

Students view questions

The progress summary shows

The screenshot shows a student assessment interface. At the top, there is a header bar with a search icon, a timer showing 00:39 (Hours: 00, Mins: 39), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 4 of 4' with a grid icon. Below the header, a message box states: 'You have reached the end of the assessment. To check your answers, click an item number below. If you are ready to finish the assessment, click **Finish**.' Below the message is a 'Progress summary' section with four categories: 'Show all' (with a flag icon), '4 Answered', '0 Not answered', '0 Not read', and '1 Flagged' (highlighted with an orange box). Below the progress summary is an 'Items' section with the instruction 'Click a number to go to that item.' and four numbered buttons (1, 2, 3, 4). The button '4' has a flag icon and is highlighted with an orange box. At the bottom, there is a navigation bar with a 'Back' button and a 'Finish' button.

The number of questions flagged.

Students view questions

The progress summary shows

The screenshot displays the end of an assessment. At the top, a purple header bar shows a search icon, a timer at 00:39 (Hours: 00, Mins: 39), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 4 of 4' with a grid icon. Below this is a white box with a dark border containing the message: 'You have reached the end of the assessment. To check your answers, click an item number below. If you are ready to finish the assessment, click **Finish**.' Below the message is a 'Progress summary' section with a title and a bar chart showing: 'Show all' (with a flag icon), '4 Answered' (with a dark square), '0 Not answered' (with a light square), '0 Not read' (with a light square), and '1 Flagged' (with a square containing a flag icon). Below the bar chart is the 'Items' section with the instruction 'Click a number to go to that item.' and a row of four dark squares numbered 1, 2, 3, and 4. The square '4' has a flag icon and is highlighted with an orange border. An orange arrow points from the '1 Flagged' indicator in the bar chart to the '4' item square. At the bottom, a purple navigation bar contains a 'Back' button with a left arrow and a 'Finish' button with a right arrow.

If a question has been flagged the screen will show which question the flag relates to.

Click on the question number and it will take the student to the question. The student can check their answer.


Students view questions


00 : 36
Hours Mins

Hide time

Jaxs -The New Zea...

Item 4 of 4

Some questions may have additional tools available in the top right corner of the screen.
Try using  to answer this question.



Multiple Choice

Multiple choice questions have two or more options, **one** of which is the correct answer.

- Choices may be images, text or a combination of both.
- Options can be presented vertically or horizontally.

At the Saturday market, apples are selling at \$3.50 per kilogram.
William buys 2.4 kg of apples
Use the calculator to work out how much he pays.

\$7.20

\$8.40

\$8.75

\$9.10

Back Unflag Next

They need to review the answer and can change their response if they wish.

When satisfied the student can unflag the question.

Then press next to return to the progress summary screen.

Students view questions

The screenshot shows a student assessment interface. At the top, there is a search icon, a timer showing 00:31 (Hours: 00, Mins: 31), a 'Hide time' button, the assessment title 'Jaxs -The New Zea...', and 'Item 4 of 4' with a grid icon. A message box states: 'You have reached the end of the assessment. To check your answers, click an Item number below. If you are ready to finish the assessment, click *Finish*.' Below this is a 'Progress summary' section with four categories: 'Show all' (with a grid icon), '4 Answered' (with a dark purple square), '0 Not answered' (with a light grey square), '0 Not read' (with a light grey square), and '0 Flagged' (with a red flag icon). Underneath is an 'Items' section with the instruction 'Click a number to go to that item.' and four dark purple buttons labeled '1', '2', '3', and '4'. At the bottom, there is a 'Back' button on the left and a 'Finish' button on the right, which is highlighted with an orange border.

They will see all questions have been answered and no flags are shown.

The student selects finish. This submits their assessment to be marked.

Students view questions



**Jaxs -The New Zealand
Curriculum Assessment Math**

**Are you sure you want to finish the
assessment?**

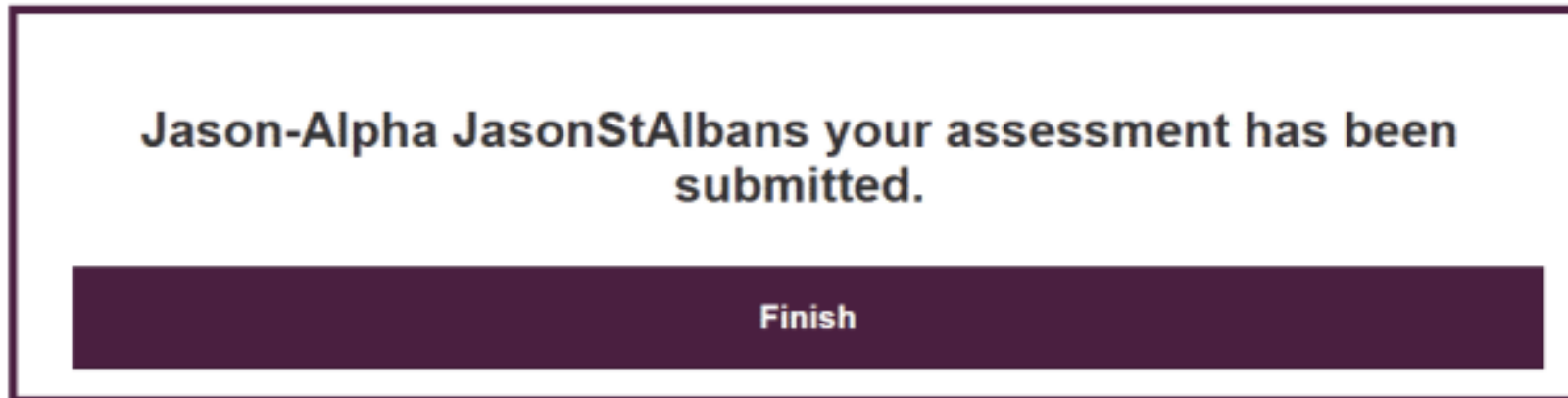
Have you completed all items?
Have you reviewed all your answers?

No - Go back **Yes - Submit**

The student is asked to confirm they want to finish the assessment. They select yes to submit their answers.

Students view questions

The pop-up requires a student to confirm their choice. They need to click "Finish" which will submit their assessment.



Once all students have submitted, you can finalise the session. The next section walks through this final step.

Finalising the Assessment

Finalising the Assessment

Step 17

Looking again at your session dashboard the screen will display a message telling you that all students have submitted their assessment for marking.

The screenshot shows the 'Session Administration - Jason Year 3 Maths' dashboard. The 'Finalise session' button is highlighted with an orange box. A message at the bottom states: "All students in this session have submitted their assessments. Click the finalise session button on your dashboard to close the session. Until the session is finalised, the students assessment will not be available for marking, nor will they be able to sit other assessments. If you are unable to finalise the session, please inform your principal. Note: Once the session is finalised it is closed and can not be used to assessment additional students."

Step 18

Now you can finalise the assessment by selecting “Finalise session.”

This ends the assessment session and triggers SMART to start marking the submitted answers.

Finalising the Assessment

A popup will appear on screen asking you to verify you want to finalise the session. Select yes.

The screenshot displays the 'Session Administration - Jason Year 3 Maths' interface. The page includes a sidebar with navigation icons, a header with the Te Tōhuhu o te Mōtūrangā logo, and a user profile for Jason TestAcc2. The main content area shows session details: Session Code (DTX-BX-WKB), start time (5:24 PM), and end time (6:24 PM). A confirmation popup titled 'SMART Test' is centered on the screen, asking 'Do you really want to close this session?' with 'Yes' and 'No' buttons. Below the popup, there are filters for session status (All (1), Not started (0), Started (0), Submitted (1), Other (0)) and a table of student submissions.

Student	Access Code	Status	Assessment Name	Progress	Time joined	Submit Time	Actions
<input type="checkbox"/> Jason-Alpha JasonStAlbars	CV-MZ-QX-XD	Submitted	jaxs -The New Zealand Curriculum Assessment Math	4 / 4	17:20	17:55	

1 - 1 of 1 items

Finalising the Assessment

What Finalising Does

- Ends the assessment session
- Triggers SMART to begin marking submitted responses
- Locks the session so no further changes can be made

Paper-Based

Follow-Up If some students completed the assessment on paper, their answer sheets still need to be scanned and uploaded into SMART using the Upload Printed Answer Sheets tool in the Marking column of the dashboard. This connects their results into the same system as online submissions.

The scanning and uploading process is covered in detail in the Marking module

What Happens Next

Once the session is finalised and all responses — online and paper — are in the system, SMART processes the results. You will be able to view student responses and reports through the SMART dashboard. How to interpret and use your results is covered in the Reporting module.

Quick Reference and Troubleshooting

Quick Reference and Troubleshooting

Pre-Assessment Checklist



- Assessment session created with a memorable name
- Session code noted and accessible
- Student one-time code cards printed and cut
- For paper-based students: question papers and answer sheets printed
- Devices charged, connected, and URL pre-entered if desired
- Seating arranged

Quick Reference and Troubleshooting

Common Questions 1

- **Q. What if a student's details look wrong at the confirmation screen?**

A. Have them select "No" and inform you. Check their enrolment and issue a new one-time code if needed.

- **Q. What happens if a student needs to leave during the assessment?**

A. Use Pause if they will return (preserves their remaining time in timed assessments). Use Postpone if they will not return in time — they can restart later.

- **Q. What happens if a student does not attend?**

A. Use Cancel to remove them from the session.

Quick Reference and Troubleshooting

Common Questions 2

- **Q. Can students be in different locations?**

A. Yes. The one-time code works from any location with internet access. This is useful for dual-enrolled students or those with accessibility requirements.

- **Q. Do I need to create separate sessions for online and paper students?**

A. No. The same session works for both. Paper-based responses are scanned and uploaded into SMART afterwards.

- **Q. I created my session but can't see it, how do I find it?**

A. Use the search function on the session dashboard. Search by the session name you entered when creating it.

Module complete!

You have now successfully completed Delivering Assessment module for SMART.

You know how to log in and understand the SMART dashboard, create an assessment session, prepare for paper-based assessments, and deliver an assessment.

You have also learned how to finalise an assessment and trigger the marking and reporting process through SMART.

Congratulations.

We're committed to making SMART as clear and easy to use as possible. If you spot anything in this module that doesn't look right, or if you need further support, please email SMART.enquiries@education.govt.nz