

# SMART

## Marking and Reporting

April 2026

# SMART Marking and Reporting

## Welcome to the SMART - Marking and Reporting module.

SMART Marking and Reporting is the fourth SMART module to be released and is designed to guide you through the steps required once students have completed their assessments.

This document matches the **Marking and Reporting module** available online through Education Learning Management System (LMS) and can be used as a standalone guide or as a reference document following completion of the online module.

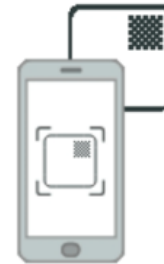
By the end of the module, you'll have a clear, practical understanding of what you need to do during the marking phase and will know the reports that can be produced when analysing student achievement.

# SMART Marking and Reporting

## This module will cover:

- How to scan and upload paper version assessments,
- The importance of assessment marking,
- When assessment marking must be completed,
- How to mark online assessments,
- How to review marked assessments,
- What the role of the AI marker is,
- The difference between AI marked, AI flagged and Blank assessment results,
- The Guttman report.

## Scan Test Attempt



Point your camera so the corner markers fit in frame, then capture the image.

**START SCANNING**

# Scanning and Uploading Paper Version Assessments

# Scanning assessments

If you are delivering an **online** SMART assessment, students complete the assessment digitally, so there is no need to print, collect, or scan responses.

If you are delivering a **paper-based** assessment, student responses will need to be scanned before marking.

The following section covers the scanning process.

# Who can scan paper-based assessments?

All members of staff with access to SMART can scan paper-based answer sheets.

There are two methods for scanning paper-based answer sheets into SMART and you can choose the method that best suits you and your school.

These are “scan with device” and “Bulk scan”.

Be aware that "Bulk scan" capability is restricted to School Administrator roles only.

## 3. Marking

Mark and review student | ākongā 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 | ākongā submissions.

# Method 1- "Scan with device"

## Step 1


Navigate to your SMART dashboard and select 'Upload Printed Answer Sheets'.

## Step 2

From this page select "Scan with a device".

### 3. Marking

Mark and review student | ākonga work.



**Upload Printed Answer Sheets**  
Scan and upload paper submissions for paper-based delivery.

## Paper Test Submissions

Your paper test submissions will appear here for **7 days** after they're uploaded. Successful submissions are sent for marking immediately.  
[VIEW MARKING PROGRESS](#) →

✓
Sent to marking: 0 submission

⚠
Issues: 2

↻ Refresh

📄
Scan with Device

📄
Upload

👁
VIEW

Detected Submissions (0)

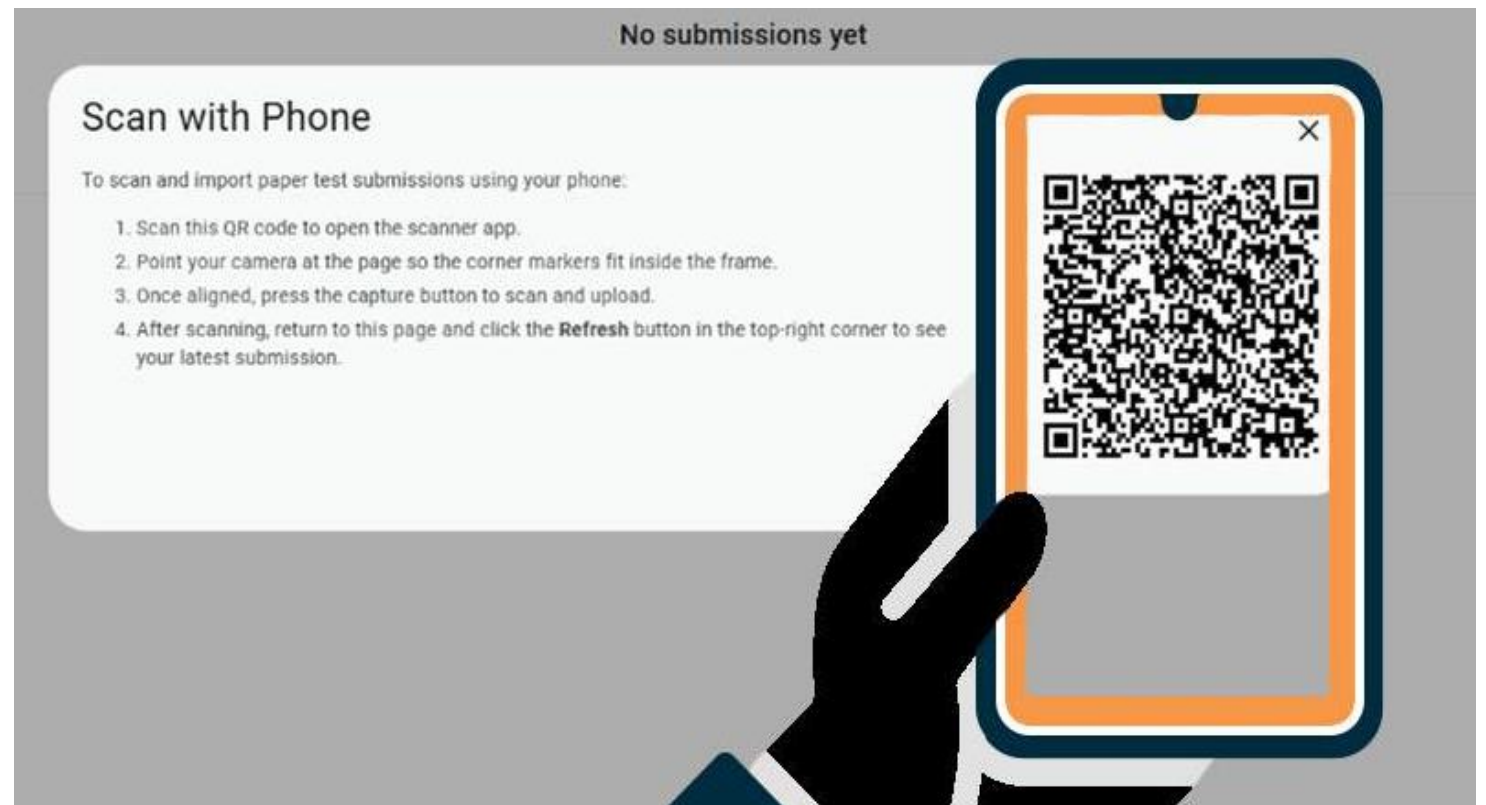


# Method 1- "Scan with device"

This will open an on-page pop up. Using a smartphone scan the QR code to begin the process. This scanning process does not install an app on your phone and does not store any scanned images on your phone.

## Step 3

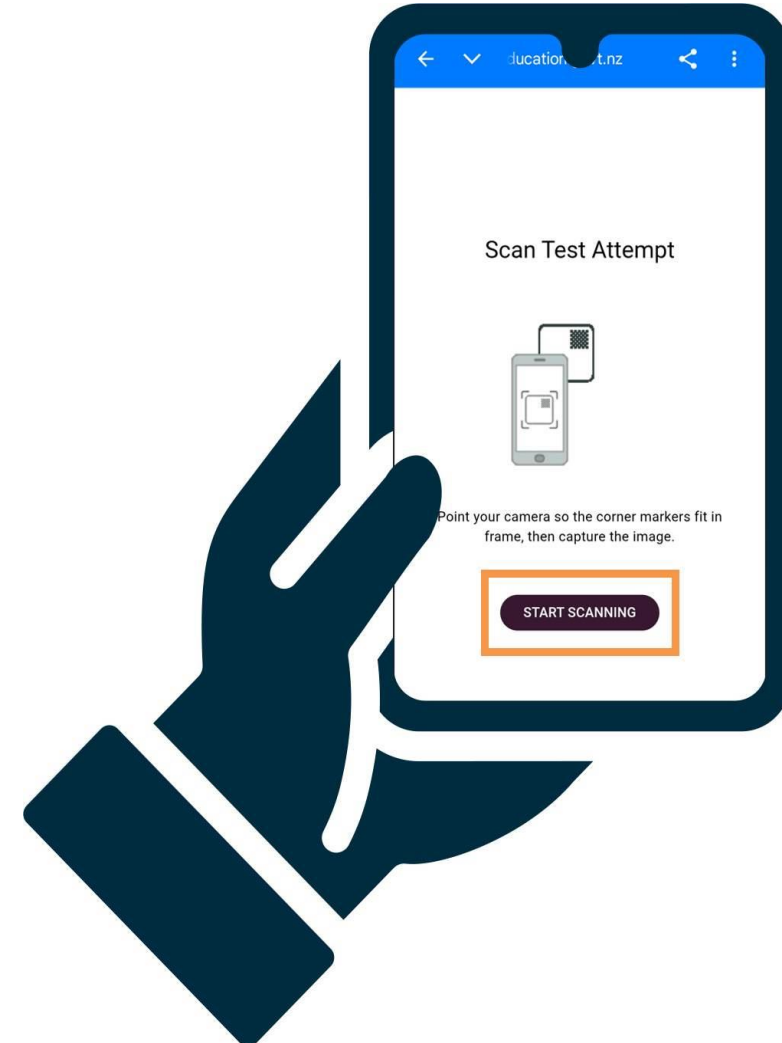
Scan the QR code to open the window on your phone.



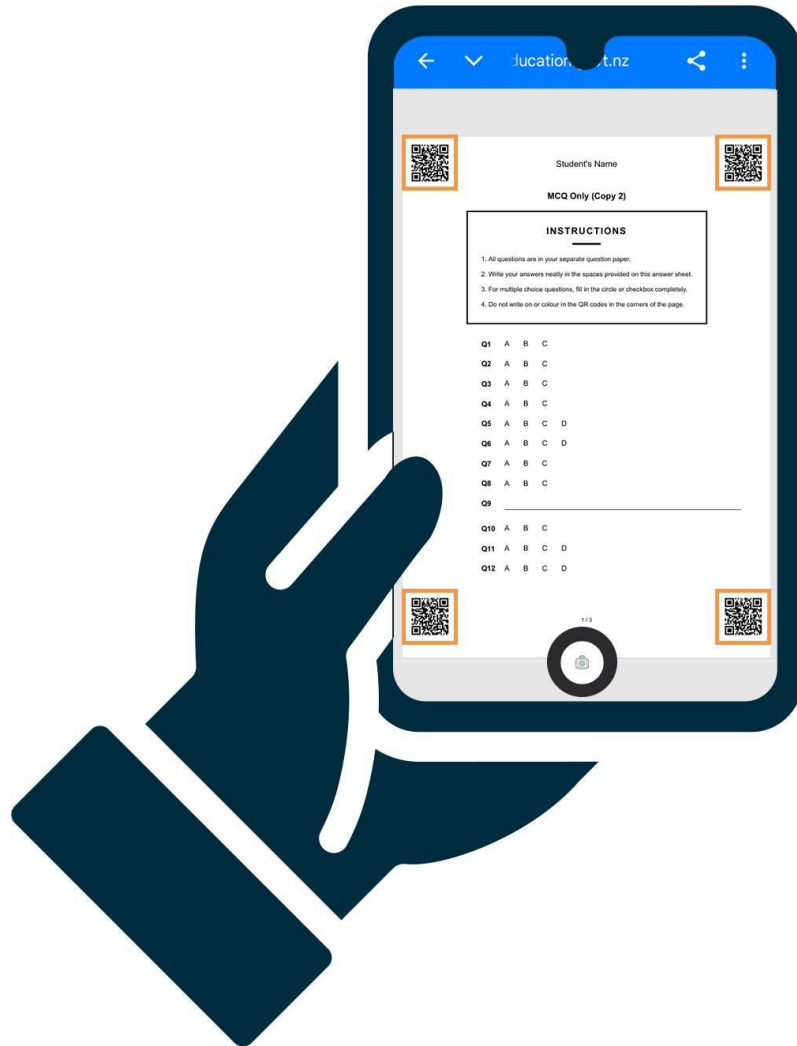
# Method 1- "Scan with device"

## Step 4

Select the "Start Scanning" button. This will open the camera on the smartphone.



# Method 1- "Scan with device"



## Step 5

Using the camera, you need to capture an image of each answer sheet. Align each assessment page so that the 4 QR codes, one in each corner, match the camera frame markers.

# Method 1- "Scan with device"

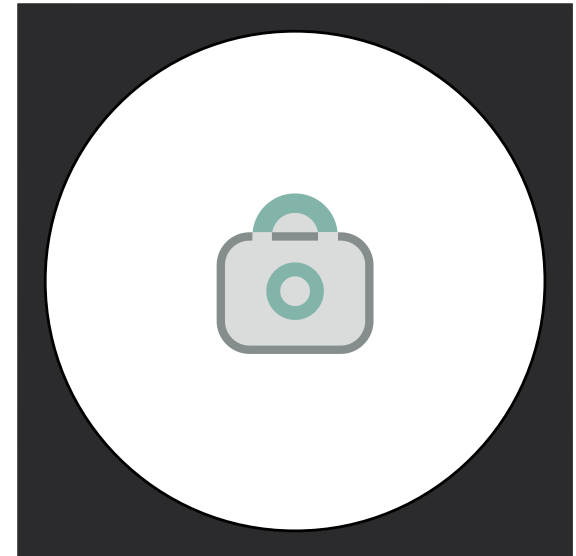
## Step 6

Press the camera button on your phone to capture the image. Repeat the above process for each answer sheet.

Once each page is scanned it will be sent to SMART for processing. If this process is successful, SMART will automatically start the marking process.

If a page fails to scan, recapture the image ensuring each QR code is fully visible in each corner.

All four of the QR codes on the **first page** must be visible for the page scan to be successful. If the QR codes are covered or physically damaged, the scan will not be successful. Further pages need at least one QR marker to be clearly visible (not damaged or drawn on).



# Method 1- "Scan with device"

## Step 7

To check your images have been successfully submitted to SMART return to the “**upload printed answer sheets**” screen and press refresh.

Te Tāhuhu o te Mātauranga  
Ministry of Education

Jason TestAcct2  
jbmoesmart@gmail.com JT

Review Flagged Scanned Responses: AE-OCR-Flagged-Responses [ae-ocr-flagged-responses] • All Groups [CHANGE SELECTION](#)

0 test attempts flagged

Search by name or ID

| STUDENT NAME ↑                 | TEST ATTEMPT ID | TEST | DATE ADDED | Flagged Responses | ACTIONS |
|--------------------------------|-----------------|------|------------|-------------------|---------|
| There are no items to display. |                 |      |            |                   |         |

Items per page: 10 0 of 0 |< < > >|

# Method 1- "Scan with device"

Scanned answer sheets that are incomplete or have responses that SMART cannot allocate a mark will be shown on the 'Paper Assessment Submissions' screen. These issues will remain here until resolved.

The screenshot shows the 'Paper Test Submissions' interface. A modal window titled 'Test Paper Upload - Issue History' is open, displaying a table of upload issues. The table has three columns: 'FILE/STUDENT NAME', 'ISSUE', and 'UPLOADED ON'. Two rows are visible, both with the issue 'QR code unreadable'.

| FILE/STUDENT NAME      | ISSUE              | UPLOADED ON ↓             |
|------------------------|--------------------|---------------------------|
| scan_1773871212783.jpg | QR code unreadable | Last Thursday at 11:00 AM |
| scan_1773871174408.jpg | QR code unreadable | Last Thursday at 10:59 AM |

Items per page: 10 | 1 - 2 of 2 | < > >>

\* This history may include issues that have since been resolved.

## Method 2- "Bulk upload"

Your school may choose to scan answer sheets as bulk uploads. This can include papers from a class, a year group or the entire school. Regardless of how many answer sheets are scanned, the process is the same.

It requires someone scanning the answer sheets and saving them as a single PDF in a secure school network location.

To scan the answer sheets your school will use the scanning facilities, equipment, and processes that are used currently.

Only a school SMART Administrator can upload the scanned results pdf to SMART.

# Method 2- "Bulk upload"

## Step 1

From the SMART Dashboard select "Upload printed answer sheets".

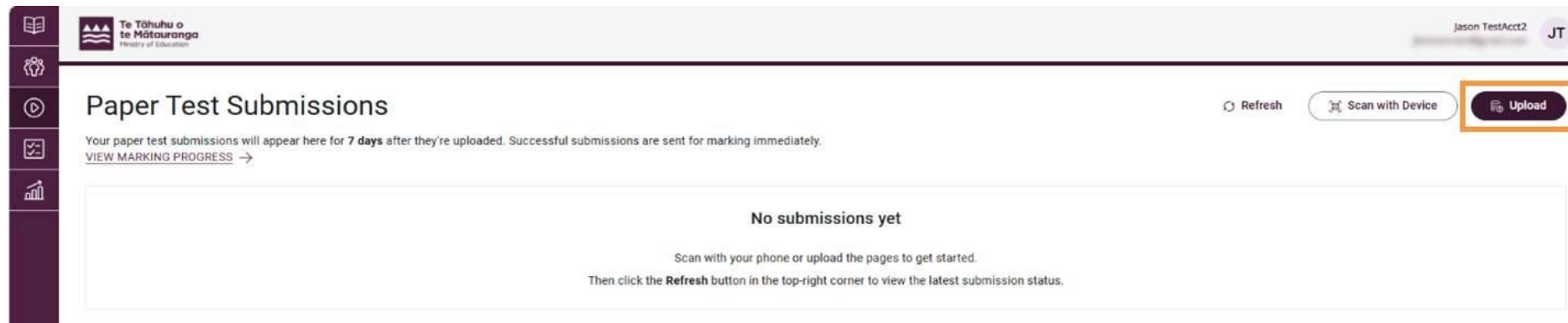
The screenshot shows the SMART Dashboard interface. At the top, there is a header with the Te Tāhuhu o te Mōtuaronga logo and the text "Te Tāhuhu o te Mōtuaronga Ministry of Education". On the right, it says "Jason TestKot2" and "JT". Below the header, there is a "Welcome Jason!" message and a "Privacy Statement" link. The main content is organized into four columns representing different stages of the assessment process:

- 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.
  - Class Management: Deactivate unnecessary 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. (This option is highlighted with an orange border in the original image.)
  - 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.

# Method 2- "Bulk upload"

## Step 2

Select "Upload" in the top right corner.



In the file upload popup navigate to the stored PDF file, click on it, and then select 'Open'.

This will upload the 'Printed answer sheets PDF. Allow the upload some time to process. The page will display the 'uploading' status.

# Method 2- "Bulk upload"



*If the file fails to upload you will receive an email with the reason why the upload failed. The email will provide you with the ability to 're-upload'.*

SMART will also display a notification listing those submissions that were identified as having issues.

The screenshot shows the SMART Marking and Reporting interface. At the top, there is a header with the Ministry of Education logo and the user's name 'Jason TestAcct2' with the email 'jbmoesmart@gmail.com' and initials 'JT'. The main heading is 'Paper Test Submissions'. Below this, there is a message: 'Your paper test submissions will appear here for 7 days after they're uploaded. Successful submissions are sent for marking immediately.' and a link 'VIEW MARKING PROGRESS →'. There are three buttons: 'Refresh', 'Scan with Device', and 'Upload'. A notification box is highlighted with a yellow border, containing a red warning icon and the text 'Issues: 2'. Below the notification, there is a section for 'Detected Submissions (0)'. A 'VIEW' button is visible to the right of the notification box.

# Method 2- "Bulk upload"

Te Tāhuhu o te Mātauranga  
Ministry of Education

Jason TestAcct2  
jbmoesmart@gmail.com JT

## Paper Test Submissions

Refresh Scan with Device Upload

Your paper test submissions will appear here for **7 days** after they're uploaded. Successful submissions are sent for marking immediately.  
[VIEW MARKING PROGRESS](#) →

|                                 |           |      |
|---------------------------------|-----------|------|
| ✓ Sent to marking: 0 submission | Issues: 2 | VIEW |
|---------------------------------|-----------|------|

Detected Submissions (0)

Once the bulk upload is complete, any of the students scanned answer sheets that are incomplete or have responses that SMART cannot allocate a mark will be flagged and will be displayed on the 'Paper Assessment Submissions' screen. These issues will remain here until resolved.

# Method 2- "Bulk upload"

**Te Tāhuhu o te Mātauranga**  
Ministry of Education

## Paper Test Submissions

Your paper test submissions will appear here for **7 days** after they're uploaded. Successful submissions are sent for marking immediately.  
[VIEW MARKING PROGRESS](#) →

✓ Sent to marking: 7 submission
⚠ Issues: 1 [VIEW](#)

### Detected Submissions (8)

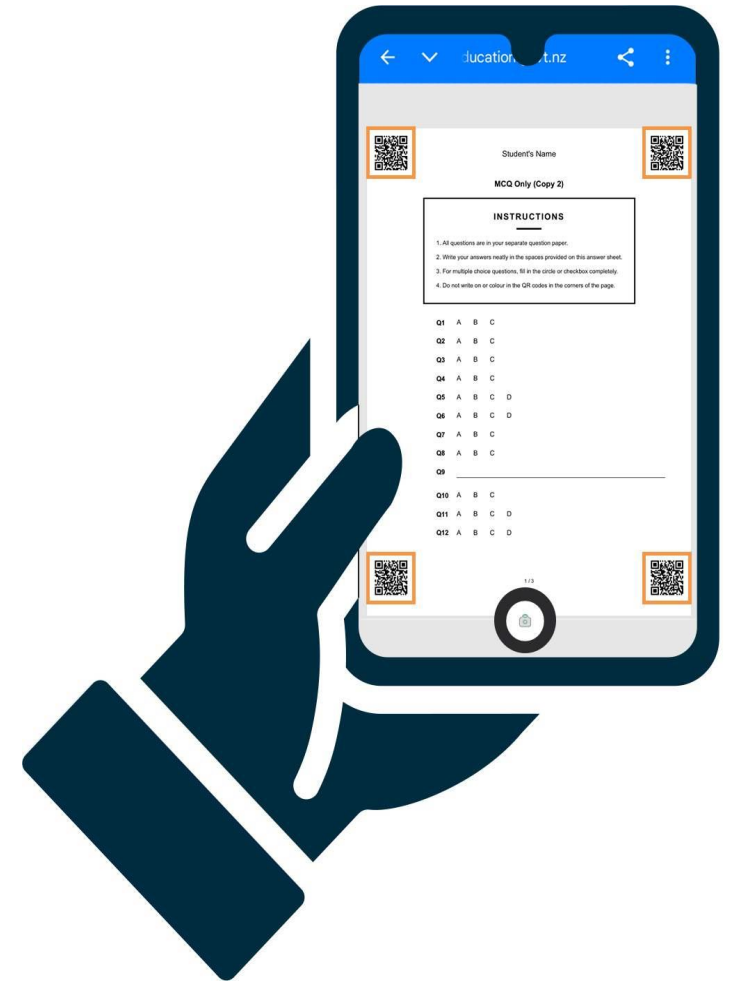
| STUDENT NAME                  | ATTEMPT  | PAGES DETECTED | STATUS              | UPLOADED ON ↓          | UPLOADED BY             |
|-------------------------------|----------|----------------|---------------------|------------------------|-------------------------|
| Echō Cuncannon-Test           | YFMCCQVR | 2/2            | ✓ Marking Completed | 2026-03-20 at 11:19 AM | Matai Teacher C         |
| Āe-tūtaki Cuncannon-Konā-Test | CBLGRTXC | 1/2            | ⚠ Missing pages: 2. | 2026-03-20 at 10:57 AM | Matai Teacher C         |
| Juliet Babot-Test             | YMHNLWSM | 2/2            | ✓ Marking Completed | 2026-03-20 at 09:19 AM | ST1MinAdmin ST1MinAdmin |
| Uniform Babot-Test            | JPBVDYYQ | 1/1            | ✓ Marking Completed | 2026-03-20 at 09:19 AM | ST1MinAdmin ST1MinAdmin |

Once the bulk upload is complete, any of the students scanned answer sheets that are incomplete or have responses that SMART cannot allocate a mark will be flagged and will be displayed on the 'Paper Assessment Submissions' screen. These issues will remain here until resolved.

## Method 2- "Bulk upload"

If a student/ākonga's submission is missing pages, or pages have not been detected correctly by SMART, missing pages can be scanned individually using the "Scan with a device" function.

SMART will use the QR codes in the corners of the pages to add missing pages to individual student/ākonga responses.



# Reviewing Scanned "Printed Answer Sheets"

# Reviewing Scanned "Printed Answer Sheets"

Go to your Printed Answer Sheet screen. Any flagged answer sheet will be listed in the "Detected submissions" table.

Identify what the issue is using the message displayed in 'Status' column.

The screenshot shows the 'Paper Test Submissions' interface. At the top, there is a navigation sidebar on the left with icons for home, users, submissions, progress, issues, reports, and settings. The main header includes the Ministry of Education logo and the title 'Paper Test Submissions'. Below the title, there are buttons for 'Refresh', 'Scan with Device', and 'Upload'. A summary bar indicates 'Sent to marking: 7 submission' and 'Issues: 1'. The 'Detected Submissions (8)' table is shown below, with the following data:

| STUDENT NAME                  | ATTEMPT | PAGES DETECTED | STATUS            | UPLOADED ON ↓          | UPLOADED BY             |
|-------------------------------|---------|----------------|-------------------|------------------------|-------------------------|
| Echō Cuncannon-Test           | YFMCQVR | 2/2            | Marking Completed | 2026-03-20 at 11:19 AM | Matai Teacher C         |
| Āe-tūtaki Cuncannon-Konā-Test | CBLGRXC | 1/2            | Missing pages: 2. | 2026-03-20 at 10:57 AM | Matai Teacher C         |
| Juliet Babot-Test             | YMHNLMS | 2/2            | Marking Completed | 2026-03-20 at 09:19 AM | ST1MinAdmin ST1MinAdmin |
| Uniform Babot-Test            | JPBVDYQ | 1/1            | Marking Completed | 2026-03-20 at 09:19 AM | ST1MinAdmin ST1MinAdmin |

# Reviewing Scanned "Printed Answer Sheets"

Carry out remedial activities.

Some of the reasons for a flagged item include:

Q1 ~~A~~ B C

Q2 A B ~~C~~

Q3 A B C

- Students have selected too many possible responses, and SMART is unable to tell which is their final response. You will need to check with the student or score it as unanswered.
- Students have marked their answer unclearly. You will need to choose the response intended by the student.
- Student did not provide a response. In this case simply confirm no response was provided.

# Reviewing Scanned "Printed Answer Sheets"

Once you have cleared all flags SMART will mark the submissions and provide outcomes.

# Understanding AI Marking

# Understanding AI Marking

This section of the module provides you with information about how AI assisted marking works including what is and is not possible.

It also explains how the teacher remains central to all decisions about learning, achievement, and progress.

And finally, you will learn how to review the AI allocated marks in SMART.

## Does SMART Use AI?

Yes, SMART is designed to use Artificial Intelligence (AI) to support efficient, timely, and fair marking.

## AI Assisted Marking

AI assisted marking refers to the use of Artificial Intelligence technologies—particularly natural language processing and machine learning models—to support the marking of both closed and open-ended assessment tasks.

# Understanding AI Marking



## AI can:

- mark objective or closed response items such as multiple-choice questions
- provide preliminary scoring or analysis for open-ended responses, including writing

In SMART, AI does **not** replace teachers. Instead, it acts as an intelligent assistant that reduces administrative load and provides quicker insights, while teachers retain control over all final decisions.

# Understanding AI Marking

## What can SMART AI do?

SMART AI has some key strengths that make it a powerful support tool in your assessment tool kit:

### ✓ Consistency

SMART AI applies rules the same way every time, ensuring that surface level features (e.g. structure, vocabulary indicators, question specific criteria) are marked consistently across large groups of students.

### ✓ Efficiency and timeliness

It can process responses quickly, meaning teachers and learners receive feedback much sooner.

These strengths are incredibly helpful—but they do not replace professional judgement or deeper pedagogical interpretation.

# Understanding AI Marking

## What are the limitations of AI marking? What is not possible?

All AI models have limitations. For SMART AI these are the limitations teachers should be aware of:

- X Limited contextual understanding:** AI does not know a learner's history, emotions, cultural context, or intentions.
- X Surface level analysis for writing:** AI is strongest at evaluating structural and linguistic features. It is unable to identify deeper conceptual or emotive understanding or creative intent.

# Understanding AI Marking

## What are the limitations of AI marking? What is not possible?

All AI models have limitations. For SMART AI these are the limitations teachers should be aware of:

**X Risk of bias:** Even well trained models may unintentionally reflect biases in their training data (e.g., privileging certain language styles). SMART mitigates this through audits, diverse datasets, and ongoing reviews but teacher oversight is still essential.

**X AI is only as good as its instructions:** Feedback or marking depends heavily on task clarity, rubric quality, and the AI's training. Poor design can produce unhelpful or inaccurate outputs. Skilled design results in skillful assessment and astute analysis. And the only way to know is by the marking being reviewed by a human.

Because of these limitations, **AI marking must always be interpreted through a professional lens.**

# Understanding AI Marking

## When does SMART use artificial intelligence(AI)?

SMART only uses AI for marking student **writing or tuhituhi** responses.

Reading | Pānui and Maths | Pāngarau are short answer questions which is marked using auto marking.

Because each item in reading and maths has a predetermined correct response it is auto marked and **requires no additional input from teachers**. The results for these assessments will be available to teachers as soon as students have submitted their assessment and the assessment session has been closed by the teacher.



# Understanding AI Marking

## When does SMART use artificial intelligence(AI)?



All **writing assessments** are made up of **short answer items which are auto-marked and one extended piece of writing**. The extended piece of writing is the only time when AI-assisted marking is used. NZC uses Vantage AI and TMoA uses Vision Marker. The marking is done using a rubric.

Once the AI marking has been completed by SMART, teachers should review the **AI-suggested scores** (using the same rubric) to either confirm or change the marking.

Extended writing is the only type of assessment that requires teachers to review and potentially change allocated marks.

# How to review AI marking

# How to review AI marking

## Step 1

Go to the SMART dashboard.

## Step 2

Select 'Mark Assessments'.

The screenshot shows the SMART dashboard for a user named Jason. The dashboard is organized into three main sections: 1. Preparation, 2. Delivery, and 3. Marking. The 'Marking' section is further divided into several tasks, with 'Mark Assessments' highlighted in a red box.

**Te Tāhuhu o te Mātauranga**  
Ministry of Education

Welcome Jason!  
Use the quick links below to easily access each step.

**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.
- Class Management**  
Deactivate unnecessary 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.

# How to review AI marking

## Step 3

Select assessment event - this will include the assessment type, curriculum and group.

An example would be Year 3 Maths NZC

The screenshot shows the 'Mark Assessment' interface. At the top left is a navigation menu with icons for Home, Groups, Mark Assessment, and a checkmark. The main header area contains the text 'Home Te Tāhuhu o te Mātauranga Ministry of Education'. Below this, the title 'Mark Assessment' is displayed, followed by the instruction 'Select an assessment event and a class to view the responses for review.' The interface includes a dropdown menu for 'Select event' with the selected option 'Assessment: Jason Eng...', a 'Groups' input field, and a 'View responses' button. A red circle with the letter 'A' is overlaid on the 'Select event' dropdown.

# How to review AI marking

## Step 4

Select “Groups” dropdown to select the required students/ākonga/class.

The screenshot displays the 'Mark Assessment' interface. At the top left is the Ministry of Education logo. The user 'Jason TestAcct2' is logged in. The main heading is 'Mark Assessment'. Below it, the instruction reads: 'Select an assessment event and a class to view the responses for review.' The 'Select event' dropdown is set to 'Assessment: Jason Eng...'. The 'Groups' dropdown is highlighted with an orange box and shows a list of classes: 'St Albans School Year 10', 'St Albans School Year 5', 'St Albans School Year 3', and 'St Albans School Year 8'. A 'View responses' button is located to the right of the dropdowns.

# How to review AI marking

## Step 5

Select “View Responses” to display attempts for the selected assessment and students.

The screenshot displays the 'Mark Assessment' interface. On the left is a dark purple sidebar with icons for 'Manage People', 'Mark Assessment', 'Assessments', and 'Reports'. The main header shows the Te Tāhuhu o te Mātauranga Ministry of Education logo. Below the header, the title 'Mark Assessment' is followed by the instruction 'Select an assessment event and a class to view the responses for review.' There are two dropdown menus: 'Select event' with the selected value 'Assessment: Jason Eng...' and 'Groups' with two selected items: 'St Albans School Year 10' and 'St Albans School Year 5'. A dark purple button labeled 'View responses' is highlighted with an orange border.

# How to review AI marking

There will be three types of response highlighted within the Review Pending tab:

- **AI scored,**



denotes AI scored assessment attempts that are ready for review

- **AI flagged, or**



denotes an AI scored assessment attempt that has issues and needs to be reviewed

- **None.**

denotes the assessment attempt needs to be manually marked - no AI scoring has taken place

# How to review AI marking

## Reviewing AI Marked Extended Writing

The AI provides suggested scores where it can. As you review a student's extended writing response, you will need to keep in mind that this is one piece of writing, written in limited time and in assessment conditions. This is not a polished piece of writing written over several sessions and going through the full writing process.

Taking account of these constraints, do a quick review of the piece of writing and the suggested scores. You can select and review each student's suggested scores.

# How to review AI marking

## Step 1

Select the assessment to display the “Response” page.

Te Tāhuhu o te Mōtauranga  
Ministry of Education

### Assessment Responses: TMoA Tuhituhi Example - VM

**PROGRESS**

● Pending Review: 4 (100%)
 ● Reviewed (Editable): 0 (0%)
 ● Submitted: 0 (0%)


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PENDING REVIEW 4
 REVIEWED (EDITABLE) 0
 SUBMITTED 0

Groups ▼
 Items ▼
 Search by student name

0 Selected

| <input type="checkbox"/> | NAME <span style="font-size: small;">↑</span> | QUESTION                           | CLASS            | SUGGESTED SCORE                          |
|--------------------------|---|------------------------------------|------------------|--|
| <input type="checkbox"/> | Bravo Babot-Test                              | VisionMarker Example Tuhituhi Item | Rangitoto Year 3 | 24 <span style="color: yellow;">⚠</span> |
| <input type="checkbox"/> | Charlie Babot-Test                            | VisionMarker Example Tuhituhi Item | Rangitoto Year 3 | 24 <span style="color: yellow;">⚠</span> |
| <input type="checkbox"/> | Delta Babot-Test                              | VisionMarker Example Tuhituhi Item | Rangitoto Year 3 | 21 <span style="color: yellow;">⚠</span> |
| <input type="checkbox"/> | Echo Babot-Test                               | VisionMarker Example Tuhituhi Item | Rangitoto Year 3 | - <span style="color: yellow;">⚠</span>  |



# How to review AI marking

## Step 2

To support your review of AI marked responses you need to:

1. Read the question prompt,
2. Read the student's response,
3. Review the AI suggested component scores using the marking rubric.

The screenshot displays the VisionMarker interface for reviewing an AI-marked response. The interface is divided into several sections:

- QUESTION:** Whakāmaramatia mai tētahi haka, tētahi waiata, tētahi karakia rānei e mōhio ana koe. Kāua e tuhi noa i ngā kupu o te waiata, o te haka, o te karakia rānei. Whakāmaramatia:
  - te ingoa o te kalitito (mēnā e mōhio ana koe ki tana ingoa)
  - te kaupapa
  - ngā āhuatanga motuhake
  - ngā wā ka whakamahia, ka rangona rānei
  - te take i tītoa ai
  - te take i kōwhiri ai koe i tēnei tītonga
  - ētahi atu whakāmarama.
 Kia rua, kia toru rānei ngā kōwae o te tuhinga.
- RESPONSE:** (Word count: 277)
 

Ko "Te Raukura" tētahi haka whakahirahira nā Tā Apiriana Ngata i tito hei tohu mō ngā toa o Ngāti Porou i hinga i ngā pakanga o Ūropi. Ko te kaupapa matua ko te whakamana i ngā tūāhine me ngā tuākana i mate atu. ā, ko te raukura — arā, ko ngā huruhuru e toru o te huiā — te āhuatanga motuhake e kitea ana i roto i ōna kupu me ōna tikanga. He tohu tērā o te mana, o te ihi, o te wehi hōki. He haka tino kaha tēnei ki te whakaaro, ki te ngākau, ki te tinana hoki. Ka whakamahia i ngā hui whakamānawa, i ngā pōwhiri ā-kāwanatanga, ā, i ngā wā ka huri ngā whakaaro ki ērā i riro atu. Ko tōna āhua motuhake ko te tūhuratanga o te tangi me te hari i ōna kianga — arā, ko te pōuri o te ngaro rātou, ko te koa hoki o tōna ake hāngai ki tō tātou noho tūāhurhia nei. E ai ki ngā kōrero, nā tōna hononga hōhōnu ki ngā uri o ngā hōia ka mōhiotia whānuitia tēnei haka hei karanga atu ki ō tātou tūpuna. I kōwhiri au i tēnei haka nō te mea he tohu ia o te auahatanga Māori i roto i ngā wā tino uaua. I āhei a Ngata ki te tito i tētahi mea hou, i tētahi mea Māori tonu, ahakoa ngā pāpātanga o te ao Pākehā. Ko tērā mahi auaha, ko tērā tū māia, he akoranga nui mōku. Mā tēnei haka ka māramatia ai he aha te tikanga o te "whatungarongaro te tangata, tōtū te whenua" — ka ngaro ngā tāngata, ka ora tonu ngā tikanga.
- SCORING:** The interface shows a score of 24 / 30. The overall score is 24 / 30, and the reason flagged is "This response requires a review." The marking rubric is visible on the right, showing scores for various components:
  - Te Whakautu ki te Tūmahi me te Kaupapa: 5
  - Ngā Whakaaro me te Whanaketanga: 5
  - Te Hanga me te Whakaritete: 4
  - Te Reo me ngā Rerenga Kōrero: 5
  - Te Tika o te Tuhihihi: 5

Red arrows indicate the review process: one points to the question prompt (1), another to the student's response (2), and a third to the marking rubric (3).

# How to review AI marking

## Step 3

With all the information at hand use the “Marking Rubric” to check the suggested score is aligned with the rubric.

**Question**

This is the prompt a student was given and wrote about

**Response** (Word Count 19)

I went to the shop. I went with my friends Billie and Katie and her Mum. We had fun.

**Marking Rubric** (Sprint Capacity & 10% Calculation)

Task: Sprint has 10 working days of 7.5 hours/day. Calculate total sprint hours and what 10% equals in hours.

| Criteria                      | Excellent (4)  | Good (3)   | Developing (2)  | Needs Improvement (1)                          |
|-------------------------------|--|--|---|--|
| 1) Correct total sprint hours | Correctly calculate: $10 \times 7.5 = 75$ hours                        | Correct total but minor formatting/clarity issue | Attempts calculation but makes a small arithmetic error | Incorrect or missing total hours calculation   |
| 2) Correct 10% conversion     | Correctly computes: $10\% \text{ of } 75 = 0.10 \times 75 = 7.5$ hours | Correct result but incomplete method shown       | Shows method but incorrect final value                  | No correct method or incorrect approach        |
| 3) Clear working shown        | Shows clear step-by-step reasoning for both parts                      | Mostly clear, one step could be explained better | Some steps missing or unclear                           | No working shown or very confusing explanation |
| 4) Units & presentation       | Uses correct units (hours/days) consistently; answer is easy to read   | Mostly correct units; small presentation issues  | Units inconsistent or unclear in places                 | Units missing or misleading; hard to interpret |

Scoring Guide

- 16-14: Mastery
- 13-10: Proficient
- 9-6: Developing
- 5-4: Needs Improvement

Answer Key: Total = 75 hours; 10% = 7.5 hours

SCORING

Overall Score: 10 / 30

Reason Flagged: The response is too brief to evaluate meaningfully, please review.

Content: 1

Style: 3

Organization: 4

Focus: 0

Conventions: 2

**Remember to base your judgement solely on the evidence contained within this one piece, not on what you know about the student's wider capabilities or past performance.**

# How to review AI marking

## Step 4a

If you agree with the suggested score, you can click “Mark as reviewed” which submits the AI score and returns you to the dashboard.

The screenshot displays the VisionMarker interface for reviewing AI marking. The page title is "Response - Bravo Babot-Test" with a "Pending Review" status. The question is in Māori: "Whakāmaramatia mai tētahi haka, tētahi waiata, tētahi karakia rānei e mōhio ana koe. Kāua e tuhū noa i ngā kupu o te waiata, o te haka, o te karakia rānei. Whakāmaramatia: • te ingoa o te kaitiio (mānā e mōhio ana koe ki tana ingoa) • te kaupapa • ngā āhuatanga motuhake • ngā wā ka whakamāhia, ka rangona rānei • te take i tōna ari • te take i kōwhiri ai koe i tēnei tītonga • tētahi atu whakāmarama. Kia rua, kia toru rānei ngā kōwae o te tubinga." The response is in Māori and has a word count of 277. The scoring section on the right shows five criteria with scores: "Te Whakautu ki te Tīmahi me te Kaupapa" (5), "Ngā Whakaaro me te Whanaketanga" (5), "Te Hanga me te Whakaritrite" (4), "Te Iiao me ngā Rerenga Kōrero" (5), and "Te Tika o te Tuhū" (5). A feedback message is visible: "He tino kōunga tēnei tō whakautu mō 'Te Raukura' nā Tā Apirana Ngata. E whakaatu ana koe i tō māramatanga āhono ki te tīmahi tubuhū; me te whakautu i te kaitiio, te...". A red arrow points to the "MARK AS REVIEWED & NEXT" button at the bottom right.

# How to review AI marking

The screenshot shows a user interface for reviewing AI marking. At the top, there's a header with the user's name 'Shiraj Shamsher Shauaman' and email 'SShauaman@paritico.com.au'. Below this are two tabs: 'Marking Rubrics' and 'Review History'. The main content area is titled 'SCORING' and includes a 'Flagged' indicator. It displays an 'Overall Score' of 24 / 30 and a note: 'This response requires a review.' There are five criteria, each with a score and a slider:
 

- Te Whakautu ki te Tīmahi me te Kaupapa: Score 5, slider at 5.
- Ngā Whakaaro me te Whanaketanga: Score 5, slider at 5.
- Te Hanga me te Whakaritenga: Score 4, slider at 4.
- Te Reo me ngā Rerenga Kōrero: Score 5, slider at 5.
- Te Tika o te Tuhituhi: Score 5, slider at 5.

 A feedback section at the bottom contains text: 'He tino kōunga teitei tō whakautu mō "Te Raukura" nā Tā Āpirana Ngata. E whakaatu ana koe i tō māramatanga hōhono ki te tīmahi tuhituhi, me te whakautu i te kaitiito, te'. At the bottom of the interface, there are two buttons: 'MARK AS REVIEWED & NEXT' (highlighted with an orange oval) and 'MARK AS REVIEWED & EXIT'. An orange arrow points from the left towards the 'MARK AS REVIEWED & NEXT' button.

## Step 4b

If you disagree with the suggested score or notice important aspects the AI has missed — deeper meaning, identity related expression, or context — you can alter the score.

Remember that any changes you make to the score must be supported by clear evidence in the writing itself.

This ensures every decision is fair, consistent, and grounded in what the student has demonstrated in this task.

# How to review AI marking

## Reviewing AI flagged extended writing

These are cases where the AI is unable to mark the assessment and has identified a reason why it cannot allocate a mark. These items require the teacher review the issue and that manual marking will be required.

Examples of reasons for flagging include:

| Type                     | Description  |
|--------------------------|--|
| Short                    | Too brief to evaluate meaningfully                                       |
| Off topic                | Does not address the assigned topic                                      |
| Repetitious              | Contains excessive repetition and lacks variety                          |
| Insufficient development | Lacks sufficient detail or development to demonstrate understanding      |
| Unknown words            | Contains too many unrecognisable or invalid words, making it unclear     |
| Bad syntax               | Major grammatical or structural errors that prevent proper evaluation    |
| Copied question          | Primarily repeats or copies the question without adding original content |
| Violence                 | Includes unnecessary or inappropriate violent content                    |

# How to review AI marking

You can review these assessments by:

## Step 1

Selecting the assessment to display the “Response” page.

The screenshot shows the 'Assessment Responses' page for 'Jason English - Math - year 3'. The page includes a progress bar with 0 items in each category (Pending Review, Reviewed (Editable), Submitted) and a table of assessment items. One item is visible for student S Smith, with a flagged reason 'the response is too brief to assess meaningfully'.

**Te Tāhuhu o te Mātauranga**  
Ministry of Education

Jason TestAcct2  
jbmoesmart@gmail.com JT

### Assessment Responses: Assessment: Jason English - Math - year 3

[Change selection](#)

**PROGRESS**

● Pending Review: 0 (0%)
● Reviewed (Editable): 0 (0%)
● Submitted: 0 (0%)
Total: 0

[PENDING REVIEW 0](#)
[REVIEWED \(EDITABLE\) 0](#)
[SUBMITTED 0](#)

Groups ▾ Items ▾ Search by student name 🔍

0 Selected

| <input type="checkbox"/> | NAME ↑  | QUESTION        | CLASS  | SUGGESTED SCORE | REASON FLAGGED                                   | ACTIONS              |
|--------------------------|---------|-----------------|--------|-----------------|--|----------------------|
| <input type="checkbox"/> | S Smith | Area of a field | Year 3 | ⚠️ -            | the response is too brief to assess meaningfully | <a href="#">View</a> |

Items per page: 20 ▾ 0 of 0 |< < > >|

# How to review AI marking


## Step 2

To support your review of AI marked responses you need to have:

- Read the question prompt,
- Read the student's response,
- Understand why the AI has not marked the extended writing.

name

### SMART Marking and Reporting

| CLASS  | SUGGESTED SCORE  | REASON FLAGGED                                   | ACTIONS              |
|--------|--|--|----------------------|
| Year 3 |  - | the response is too brief to assess meaningfully | <a href="#">View</a> |

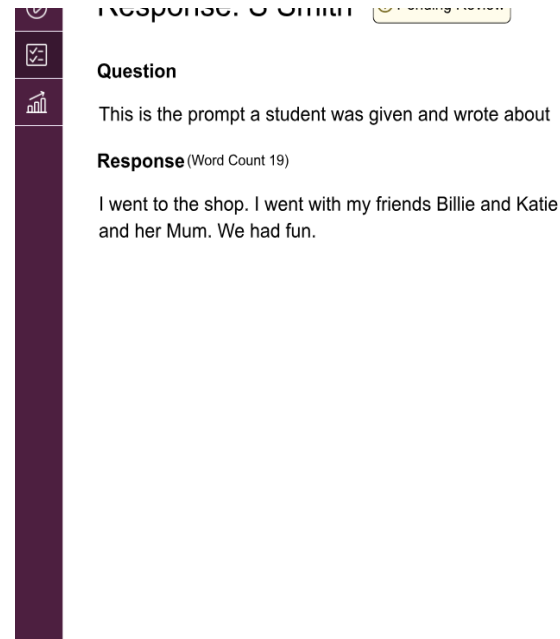
Items per page: 20 0 of 0 |< < > >|

# How to review AI marking

## Step 3

If a student has written nothing it is not possible to mark. If a student has written a response you need to use the "Marking Rubric" to allocate marks.

Remember to base your marking solely on the evidence contained within this one piece, not on what you know about the student's wider capabilities or past performance.



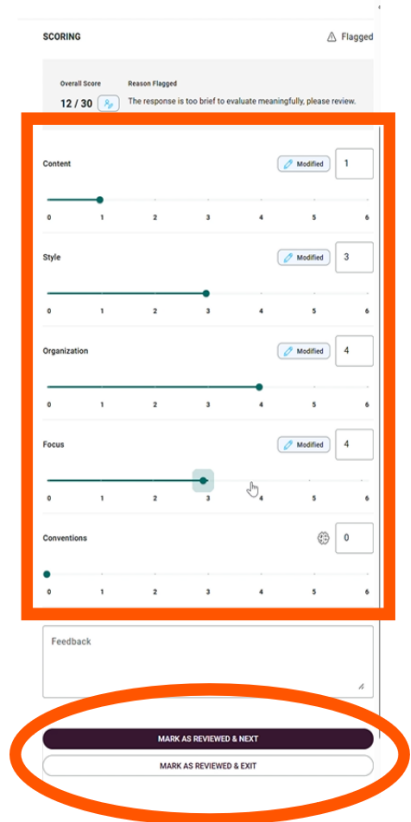
Response. 0/10000

**Question**

This is the prompt a student was given and wrote about

**Response** (Word Count 19)

I went to the shop. I went with my friends Billie and Katie and her Mum. We had fun.



SCORING Flagged

Overall Score Reason Flagged

12 / 30 The response is too brief to evaluate meaningfully, please review.

**Content** Modified 1

0 1 2 3 4 5 6

**Style** Modified 3

0 1 2 3 4 5 6

**Organization** Modified 4

0 1 2 3 4 5 6

**Focus** Modified 4

0 1 2 3 4 5 6

**Conventions** Modified 0

0 1 2 3 4 5 6

Feedback

MARK AS REVIEWED & NEXT

MARK AS REVIEWED & EXIT

# How to review AI marking

## Read the question asked or writing prompt uses:

Familiarise yourself with the prompt the student chose so your review stays aligned.

## Read the student response:

Get a full understanding of the writing skills and practices the students are demonstrating and what they are not demonstrating.

## Open the Marking Rubric:

Using the Marking Rubrics button at the top right of the screen, open the rubric.

## Consider the Marking Rubric:

Using the rubric identify evidence of key strengths and weaknesses in the student's response.

The screenshot displays the 'SCORING' interface for a flagged response. At the top right, there is a 'Flagged' indicator with a warning triangle. Below this, the 'Overall Score' is shown as '12 / 30' with a blue flag icon, and the 'Reason Flagged' is 'The response is too brief to evaluate meaningfully, please review.' The rubric consists of six categories, each with a score and a 'Modified' button:

| Category     | Score | Modified |
|--------------|-------|----------|
| Content      | 1     | Yes      |
| Style        | 3     | Yes      |
| Organization | 4     | Yes      |
| Focus        | 4     | Yes      |
| Conventions  | 0     | No       |

Each category has a horizontal scale from 0 to 6. The 'Content' scale has a dot at 1. The 'Style' scale has a dot at 3. The 'Organization' scale has a dot at 4. The 'Focus' scale has a dot at 3. The 'Conventions' scale has a dot at 0. A mouse cursor is visible over the 'Focus' scale at the 3 mark.

# How to review AI marking

Once you are satisfied with the final score click “Mark as reviewed” and either:

- Click the **Submit & Next** button at the bottom right of the screen if you plan to mark another student’s writing, or
- Click **Submit & Exit** if you are not planning to mark further responses right now.



**Remember** that any marking you enter must be supported by evidence in the writing itself. This ensures every decision is fair, consistent, and grounded in what the student has demonstrated in this task.

# Monitoring reviewed AI marking

# Monitoring Reviewed AI Marking

School leaders will determine who monitors the changes made during the review of AI Marking.

This is the process your school monitor will follow:

- Navigate to the assessment responses page and select reviewed responses.
- Select a specific student's assessment attempt, which will display the "Response" page
- Check the "review history" – this will detail the modifications that were made to the component scores and allow them to read any comments made in the text box.
- Schools can use this stage as formal moderation of marking and a quality assurance of teacher review.

# SMART Reporting





# SMART reporting

This term (Term 2, 2026), teachers can use the interim report (Guttman) straight away to identify strengths and gaps. Further reporting will become available once scaled scores are confirmed, following a six-week process.

Sort items by: **Number correct** | Order in test | Unanswered | Learning Outcome

Jump to: Start | 10 | 20 | End

| SCORE |     | Q13 1pts                     | Q24 1pts | Q10 1pts | Q14 1pts | Q26 1pts | Q31 1pts | Q12 1pts                     | Q16 1pts | Q18 1pts | Q22 1pts |
|-------|-----|------------------------------|----------|----------|----------|----------|----------|------------------------------|----------|----------|----------|
| 38pts |     | <a href="#">View Results</a> | C        | D        | B        | D        | C        | <a href="#">View Results</a> | B        | B        | B        |
| 11    | 29% | :                            | :        | ✓        | :        | :        | :        | :                            | :        | :        | :        |
| 13    | 34% | ✓                            | D        | ✓        | A        | ✓        | A        | ✗                            | D        | C        | A        |
| 21    | 55% | ✗                            | ✓        | A        | ✓        | A        | ✓        | ✗                            | ✓        | ✓        | A        |
| 22    | 58% | ✓                            | ✓        | B        | ✓        | ✓        | A        | ✓                            | ✓        | C        | ✓        |
| 24    | 63% | ✓                            | ✓        | ✓        | A        | C        | ✓        | ✓                            | ✓        | A        | ✓        |
| 25    | 66% | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | D        | ✓        | ✓        |
| 28    | 74% | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✗                            | ✓        | ✓        | ✓        |
| 28    | 74% | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✓        | ✓        | ✓        |
| 28    | 74% | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | C        | ✓        | C        |
| 32    | 84% | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✓        | ✓        | ✓        |
|       |     | 10%                          | 10%      | 0%       | 10%      | 10%      | 10%      | 10%                          | 10%      | 10%      | 10%      |

In this section we look at the report available to you immediately following assessments, the non-scaled Guttman report, and how you can use it to support teaching and learning.

# SMART reporting

## Step 1: Generating the Guttman report

Go to your SMART dashboard and click “interim reports” in the Reporting column.

You will be taken to the Guttman report screen. This screen enables you to select the information you want to include in the Guttman report. For most teachers this will be the assessment outcomes of their class for an assessment type.

### 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.

# SMART reporting

Te Tāhuhu o te Mātauranga  
Ministry of Education

## Guttman report

An effective tool for grouping students based on demonstrated skills

Assessment Event\*  
Assessment: Jason English - Math - year 3 1

Test\*  
Jaxs - The New Zealand Curriculum Assessment Math 2

Organisation\*  
Ministry of Education 3

School\*  
St Albans School 4

Group  
St Albans School Year 3 5

Run Report

To generate the report, you need to:

1. Select the assessment event. This will be related to the current assessment window.
2. Select the specific assessment – This will be pānui, tuhituhi, or pāngarau TMoA or reading, writing or maths NZC,
3. Organisation – select Ministry of Education
4. School - select your school
5. Group – select your class

Then select **Run Report**

# SMART reporting

This is an example of the Guttman report that will be generated.

**Guttman report: Y6 Trial Mathematics**

Export as Excel format | Switch to Item summary

Refine Report

Sort items by: **Number correct** | Order in test | Unanswered | Learning Outcome  
Jump to: Start | 10 | 20 | End

| STUDENT          | SCORE |     | Q13 1pts     | Q24 1pts | Q10 1pts | Q14 1pts | Q26 1pts | Q31 1pts | Q12 1pts     | Q16 1pts | Q18 1pts | Q22 1pts |
|------------------|-------|-----|--------------|----------|----------|----------|----------|----------|--------------|----------|----------|----------|
|                  | 38pts |     | View Results | C        | D        | B        | D        | C        | View Results | B        | B        | B        |
| ▶ [Student Name] | 11    | 29% | ⋮            | ⋮        | ✓        | ⋮        | ⋮        | ⋮        | ⋮            | ⋮        | ⋮        | ⋮        |
| ▶ [Student Name] | 13    | 34% | ✓            | D        | ✓        | A        | ✓        | A        | ✗            | D        | C        | A        |
| ▶ [Student Name] | 21    | 55% | ✗            | ✓        | A        | ✓        | A        | ✓        | ✗            | ✓        | ✓        | A        |
| ▶ [Student Name] | 22    | 58% | ✓            | ✓        | B        | ✓        | ✓        | A        | ✓            | ✓        | C        | ✓        |
| ▶ [Student Name] | 24    | 63% | ✓            | ✓        | ✓        | A        | C        | ✓        | ✓            | ✓        | A        | ✓        |
| ▶ [Student Name] | 25    | 66% | ✓            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | D        | ✓        | ✓        |
| ▶ [Student Name] | 28    | 74% | ✓            | ✓        | ✓        | ✓        | ✓        | ✓        | ✗            | ✓        | ✓        | ✓        |
| ▶ [Student Name] | 28    | 74% | ✓            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | ✓        | ✓        | ✓        |
| ▶ [Student Name] | 28    | 74% | ✓            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | C        | ✓        | C        |
| ▶ [Student Name] | 32    | 84% | ✓            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | ✓        | ✓        | ✓        |
| Unanswered       |       |     | 10%          | 10%      | 0%       | 10%      | 10%      | 10%      | 10%          | 10%      | 10%      | 10%      |

**About this report**

Each row represents a student and each column represents a test item. Each cell in the matrix indicates whether the student got the item correct or incorrect. Test items are grouped into a hierarchy based on their difficulty level, with the easiest items at the left of the scale and the most difficult items to the right. Students are ordered based on their test performance, with the lowest scores at the top and the highest scores at the bottom.

Guttman reports can provide valuable insights into the structure of a test and the performance of students on that test, which can inform future test design and instructional strategies.

# SMART reporting

## Step 2: How to read a Guttman report.

[UNCLASSIFIED]

### Guttman Reports

Te Tāhuhu o te Mātauranga  
Ministry of Education

#### Guttman report: Y6 Trial Mathematics

Export as Excel format | Switch to Item summary

Refine Report

Sort items by: **Number correct** | Order in test | Unanswered | Learning Outcome  
Jump to: Start | 10 | 20 | End

Each row represents a student

Each column represents an assessment item

Each cell in the matrix indicates whether the student got the item correct (Green), incorrect (Red), or did not answer (white)

|            | pts | Q31 1pts | Q12 1pts | Q16 1pts | Q18 1pts | Q22 1pts |
|------------|-----|----------|----------|----------|----------|----------|
| ▶ [Item]   | 11  | 29%      | ✓        | ✓        | ✓        | ✓        |
| ▶ [Item]   | 13  | 34%      | ✓        | ✓        | ✗        | ✗        |
| ▶ [Item]   | 21  | 55%      | ✗        | ✓        | ✗        | ✓        |
| ▶ [Item]   | 22  | 58%      | ✓        | ✗        | ✓        | ✓        |
| ▶ [Item]   | 24  | 63%      | ✓        | ✓        | ✗        | ✓        |
| ▶ [Item]   | 25  | 66%      | ✓        | ✓        | ✓        | ✓        |
| ▶ [Item]   | 28  | 74%      | ✓        | ✓        | ✓        | ✓        |
| ▶ [Item]   | 28  | 74%      | ✓        | ✓        | ✓        | ✓        |
| ▶ [Item]   | 28  | 74%      | ✓        | ✓        | ✓        | ✓        |
| ▶ [Item]   | 32  | 84%      | ✓        | ✓        | ✓        | ✓        |
| Unanswered |     |          | 10%      | 10%      | 0%       | 10%      |

# SMART reporting

## Step 2: How to read a Guttman report.

- Each row represents a student.
- Students are ordered based on their assessment performance, with the lowest score at the top and the highest score at the bottom.
- Each column represents an item from the assessment.
- The columns are grouped based on item difficulty, starting with the easiest item on the left and the most difficult item on the right.
- Each cell in the matrix indicates whether a student got the item correct (green) or incorrect (red).

[UNCLASSIFIED]

### Guttman Reports

Guttman report: Y6 Trial Mathematics

Export as Excel format | Switch to Item summary

Refine Report

Sort items by: Number correct | Order in test | Unanswered | Learning Outcome  
Jump to: Start | 10 | 20 | End

Each row represents a student

Each column represents an assessment item

Each cell in the matrix indicates whether the student got the item correct (Green), incorrect (Red), or did not answer (white)

| pts        | Q31 | 1pts | Q12 | 1pts | Q16 | 1pts | Q18 | 1pts | Q22 | 1pts |
|------------|-----|------|-----|------|-----|------|-----|------|-----|------|
| 11         | 29% |      |     |      |     |      |     |      |     |      |
| 13         | 34% | ✓    | ✗   | ✓    | ✗   | ✓    | ✗   | ✗    | ✗   | ✗    |
| 21         | 55% | ✗    | ✓   | ✗    | ✗   | ✗    | ✗   | ✗    | ✗   | ✗    |
| 22         | 58% | ✓    | ✗   | ✗    | ✗   | ✗    | ✗   | ✗    | ✗   | ✗    |
| 24         | 63% | ✓    | ✓   | ✗    | ✗   | ✗    | ✗   | ✗    | ✗   | ✗    |
| 25         | 66% | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    |
| 28         | 74% | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    |
| 28         | 74% | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    |
| 28         | 74% | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    |
| 32         | 84% | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    | ✓   | ✓    |
| Unanswered |     | 10%  | 10% | 0%   | 10% | 10%  | 10% | 10%  | 10% | 10%  |

# SMART reporting

## Step 3: View individual student responses.

To view details of a student response

### Guttman Reports

1 Locate a student and move along the row to the item you wish to review

2 Click on the corresponding cell to view results

| STUDENT | SCORE<br>38pts | Q3<br>1pts | Q8<br>1pts | Q10<br>1pts | Q14<br>1pts |
|---------|----------------|------------|------------|-------------|-------------|
| 11      | 29%            | ✓          | ✓          | ✓           | ✓           |
| 19      | 34%            | ✓          | D          | ✓           | A           |
| 21      | 55%            | ✗          | ✓          | A           | ✓           |
| 22      | 58%            | ✓          | ✓          | B           | ✓           |
| 24      | 63%            | ✓          | ✓          | ✓           | A           |
| 25      | 66%            | ✓          | ✓          | ✓           | ✓           |
| 28      | 74%            | ✓          | ✓          | ✓           | ✓           |
| 28      |                |            |            |             |             |
| 28      |                |            |            |             |             |
| 32      |                |            |            |             |             |

# SMART reporting

## Step 3: View individual student responses.

The item

Item 1 of 1 ▣

The student response

The map below shows six districts in a region.

The largest city in the region can be found at location B3.

In which district could this city be?

- Elm or Adams
- Bush or Smith
- Smith or Adams
- Bush or Adams

✓ Correct!

Whether the response was correct or incorrect

You will see:

- The item from the assessment
- The student response
- Whether their response was correct or incorrect.

# SMART reporting

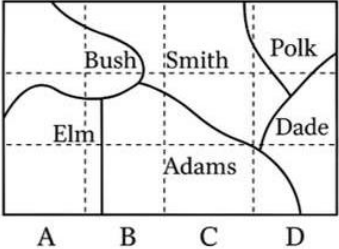
## Step 3: Class response to item.

If you select an item number you will be shown the item from the assessment, the percentage of responses chosen for each answer, and a summary of the percentage of the class, year group response that was correct or incorrect.

Q13 1pts Q24 1pts Q10 1pts Q14 1pts Q26 1pts Q31 1pts **Q12 1pts** Q16 1pts Q18 1pts Q22 1pts

**The item** Item 1 of 1

The map below shows six districts in a region.  
The largest city in the region can be found at location B3.



In which district could this city be?

- Elm or Adams  
0%
- Bush or Smith  
100%
- Smith or Adams  
0%
- Bush or Adams  
0%

Summary  
Correct **100%** Incorrect 0%

| View Results | B | B | B |
|--------------|---|---|---|
| :            | : | : | : |
| ×            | D | C | A |

The selected responses by percentage.  
In this example 100% of students answered correctly

Percentage of class responses correct or incorrect

# SMART reporting

## Hierarchy of a Guttman report

**Guttman Reports**

**Guttman report: Y6 Trial Mathematics**

Export as Excel format | Switch to Item summary

Refine Report

Learning Outcome part | 10 | 20 | End


A Guttman report displays student assessment results vertically (from lowest to highest achievement)

Guttman reports arrange assessment items horizontally from easiest to most difficult.

| STUDENT    | SCORE<br>38pts | Q13          | Q24  | Q10  | Q14  | Q26  | Q31  | Q12          | Q16  | Q18  | Q22  |
|------------|----------------|--------------|------|------|------|------|------|--------------|------|------|------|
|            |                | 1pts         | 1pts | 1pts | 1pts | 1pts | 1pts | 1pts         | 1pts | 1pts | 1pts |
|            |                | View Results | C    | D    | B    | D    | C    | View Results | B    | B    | B    |
| 11         | 29%            | :            | :    | ✓    | :    | :    | :    | :            | :    | :    | :    |
| 13         | 34%            | ✓            | D    | ✓    | A    | ✓    | A    | ×            | D    | C    | A    |
| 21         | 55%            | ×            | ✓    | A    | ✓    | A    | ✓    | ×            | ✓    | ✓    | A    |
| 22         | 58%            | ✓            | ✓    | B    | ✓    | ✓    | A    | ✓            | ✓    | C    | ✓    |
| 24         | 63%            | ✓            | ✓    | ✓    | A    | C    | ✓    | ✓            | ✓    | A    | ✓    |
| 25         | 66%            | ✓            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓            | D    | ✓    | ✓    |
| 28         | 74%            | ✓            | ✓    | ✓    | ✓    | ✓    | ✓    | ×            | ✓    | ✓    | ✓    |
| 28         | 74%            | ✓            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓            | ✓    | ✓    | ✓    |
| 28         | 74%            | ✓            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓            | C    | ✓    | C    |
| 32         | 84%            | ✓            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓            | ✓    | ✓    | ✓    |
| Unanswered |                | 10%          | 10%  | 0%   | 10%  | 10%  | 10%  | 10%          | 10%  | 10%  | 10%  |

# SMART reporting

## Item difficulty



Te Tāhuhu o te Mātauranga  
Ministry of Education

## Guttman Reports

Export as Excel format
Switch to Item summary

Sort items by: **Number correct** | Order in test | Unanswered | Learning Outcome


Jump to: Start | 10 | 20 | End

**Item difficulty:** The Guttman scale can help to identify which items are the most difficult for students to answer correctly, and which are the easiest. This information can be used to provide additional support and instruction to students who struggle with certain concepts

|              | Q13 1pts | Q24 1pts | Q10 1pts | Q14 1pts | Q26 1pts | Q31 1pts | Q12 1pts     | Q16 1pts | Q18 1pts | Q22 1pts |
|--------------|----------|----------|----------|----------|----------|----------|--------------|----------|----------|----------|
| View Results | C        | D        | D        | B        | D        | C        | View Results | B        | B        | B        |
|              | :        | :        | ✓        | :        | :        | :        | :            | :        | :        | :        |
|              | ✓        | D        | ✓        | A        | ✓        | A        | ✗            | D        | C        | A        |
|              | ✗        | ✓        | A        | ✓        | A        | ✓        | ✗            | ✓        | ✓        | A        |
|              | ✓        | ✓        | B        | ✓        | ✓        | A        | ✓            | ✓        | C        | ✓        |
|              | ✓        | ✓        | ✓        | A        | C        | ✓        | ✓            | ✓        | A        | ✓        |
|              | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | D        | ✓        | ✓        |
|              | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✗            | ✓        | ✓        | ✓        |
|              | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | ✓        | ✓        | ✓        |
|              | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | C        | ✓        | C        |
|              | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓            | ✓        | ✓        | ✓        |
| Unanswered   | 10%      | 10%      | 0%       | 10%      | 10%      | 10%      | 10%          | 10%      | 10%      | 10%      |

# SMART reporting

## Item discrimination view



### Guttman report: Y6 Trial Mathematics

# Guttman Reports

Export as Excel format
Switch to Item summary

Refine Report

Sort items by: **Number correct** | Order in test | Unanswered | Learning Outcome  
 Jump to: Start | 10 | 20 | End

| STUDENT | Q13 1pts                     | Q24 1pts | Q10 1pts | Q14 1pts | Q26 1pts | Q31 1pts | Q12 1pts                     | Q16 1pts | Q18 1pts | Q22 1pts |
|---------|------------------------------|----------|----------|----------|----------|----------|------------------------------|----------|----------|----------|
|         | <a href="#">View Results</a> | C        | D        | B        | D        | C        | <a href="#">View Results</a> | B        | B        | B        |
| 9%      | -                            | -        | ✓        | -        | -        | -        | -                            | -        | -        | -        |
| 4%      | Items getting more difficult |          |          |          |          |          |                              |          |          |          |
| 5%      | ✗                            | ✓        | A        | ✓        | A        | ✓        | ✗                            | ✓        | ✓        | A        |
| 8%      | ✓                            | ✓        | B        | ✓        | ✓        | A        | ✓                            | ✓        | C        | ✓        |
| 3%      | ✓                            | ✓        | ✓        | A        | C        | ✓        | ✓                            | ✓        | A        | ✓        |
| 5%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | D        | ✓        | ✓        |
| 4%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✗                            | ✓        | ✓        | ✓        |
| 4%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✓        | ✓        | ✓        |
| 4%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✓        | ✓        | ✓        |
| 4%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✗        | ✓        | C        |
| 4%      | ✓                            | ✓        | ✓        | ✓        | ✓        | ✓        | ✓                            | ✓        | ✓        | ✓        |
|         | 10%                          | 10%      | 0%       | 10%      | 10%      | 10%      | 10%                          | 10%      | 10%      | 10%      |

**Item discrimination:** Guttman scaling provides information on the ability of each item to discriminate between students of high and low ability levels. Items that are highly discriminating are those that are more likely to be answered correctly by students who have a strong understanding of the underlying concept, and more likely to be answered incorrectly by students who do not.

Student ability growth

# Module complete!

You have now successfully completed the marking and reporting module for SMART. You are aware of the importance of scanning answer sheets into SMART and how to identify and resolve the flagged issues that may occur.

You know when AI is used for marking and when auto marking is applied. You have explored what SMART AI can do and what it cannot, as well as how you review AI marking of extended writing along with the process for editing AI scores. You were introduced to the non-scaled Guttman report that is available immediately following assessments, how to read the report, and how you can use the information to support teaching and learning.

Congratulations. We hope you enjoy using SMART in your assessment of student progress and achievement.

*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](mailto:smart.enquiries@education.govt.nz)*