

SMART

SMART Familiarisation and Colour Themes

April 2026

SMART Familiarisation and Colour Themes

Welcome to the Familiarisation Module!

In this module we look at why familiarisation matters and how you can familiarise your students with SMART assessments in preparation for the assessment window.

This module will answer:

- Why familiarisation is important,
- What colour themes are and why they are important, and
- How to apply colour themes.

Please note this document matches the SMART Familiarisation and Colour Themes module available on [Education LMS](#) but some slight differences for formatting or brevity may occur.

Why Familiarisation and Colour Themes Matter

Introduction

Familiarisation helps ensure that SMART assessments measure what students know —not how well they can navigate a digital system.

By practising with the tools, layout, and colour themes ahead of time, students reduce cognitive load, feel more confident, and avoid common digital barriers.

When students already know how to log in, use the calculator, drag and drop, measure, type, and navigate, they can focus fully on the learning.

Familiarisation supports equity, reduces anxiety, and gives every learner the chance to show what they truly understand.

This module will show you how to guide your students through the SMART familiarisation site so they enter their assessments prepared, calm, and ready to succeed.

Why Familiarisation Matters

If you understand and apply the science of learning in your classroom, you'll know we are talking about **cognitive load**.

Online assessments introduce extraneous cognitive load such as:

- Logging in
- Navigating between questions
- Using digital tools
- Typing responses
- Switching screens
- Interpreting digital visuals

Science of Learning

If students are thinking:

- “Where’s the calculator?”
- “How do I draw a line?”
- “Why isn’t this ruler moving?”
- “How do I flag this question?”

They are not thinking about the maths, reading or writing task.

When the use of a tool becomes automatic:

- Working memory is freed
- Anxiety reduces
- Confidence increases
- Performance more accurately reflects knowledge

By helping your students use the familiarisation site before assessment protects validity.

It ensures we are assessing curriculum learning — not digital dexterity.

What Students Need to Practice

Let's look at the familiarisation site and how you can support students to become comfortable and confident users of SMART.

In a browser window enter one of the following URLs

- For NZC
<https://familiarisation.smart.education.govt.nz/pages/fam-nzc>
- For TMoA -
<https://familiarisation.smart.education.govt.nz/pages/fam-tmoa>

What Students Need to Practice

- You will see two options – standard layout and accessibility colour themes. Let's first explore the accessibility colour schemes.

Familiarisation Experience

Welcome!

This Familiarisation Experience is designed to help you become familiar with the look and feel of SMART.

You will explore the online tools and see the different styles of questions that are available.

This is a practice environment only and no data is stored. It will not generate a report. If you'd like to see what SMART reports and insights look like in practice, you can explore examples on Tāhūrangi.

Please select one of the options below:

Standard Layout

Accessibility Colour Themes

What Students Need to Practice

- To view the colour theme, students need to access the tool. The familiarisation site does not require codes but because we want to reduce cognitive load, we make this as genuine an experience as possible.

Familiarisation Experience

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Please select one of the options below:

Standard Layout

Accessibility Colour Themes

What Students Need to Practice



Welcome / Nau mai haere mai

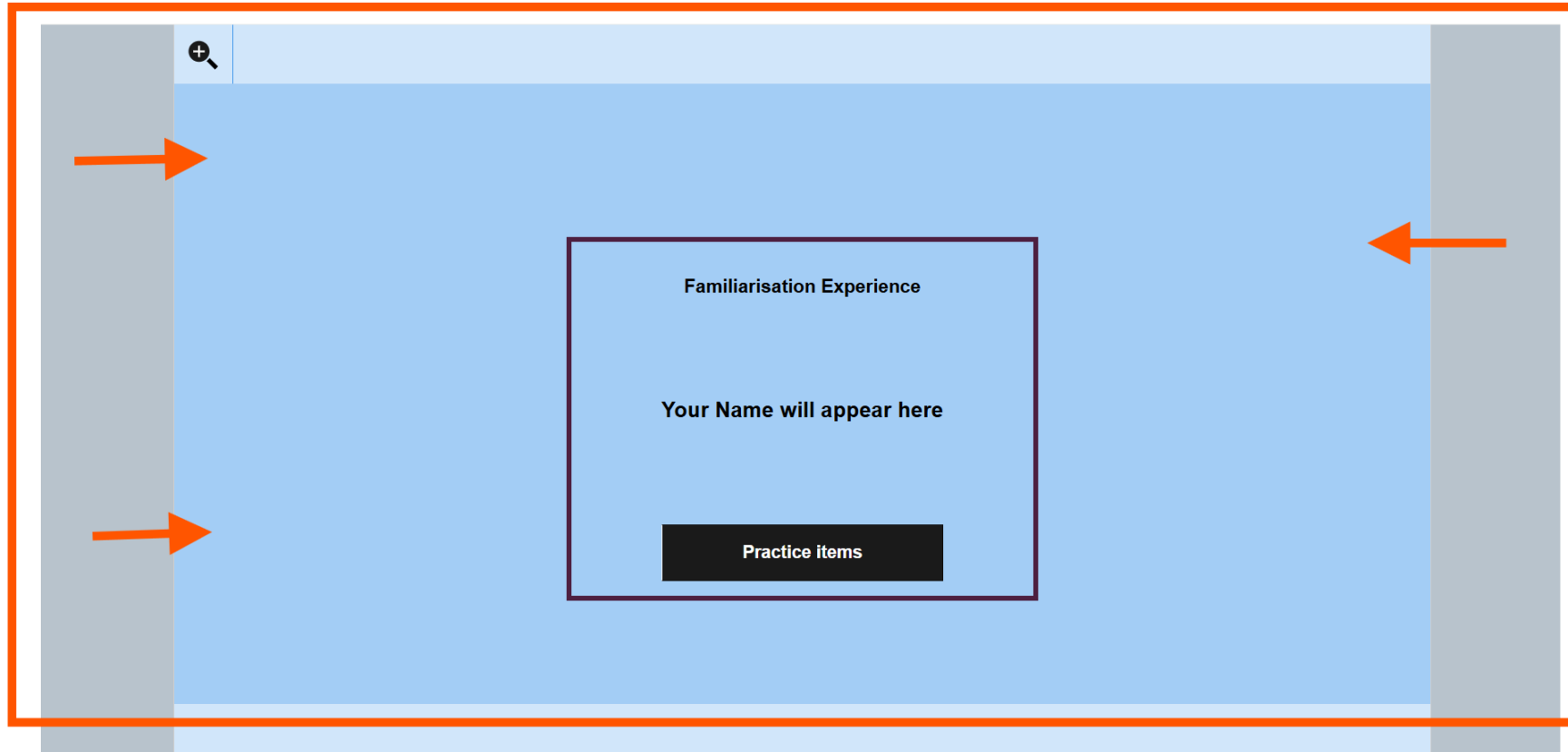
Enter the student code that is on your paper slip / Patohia te waehe tū kei tō pepa:

X M - M K - B W - L X

Next / Whai muri

This is why we provide a student log in page with the code already entered. Students need to select next.

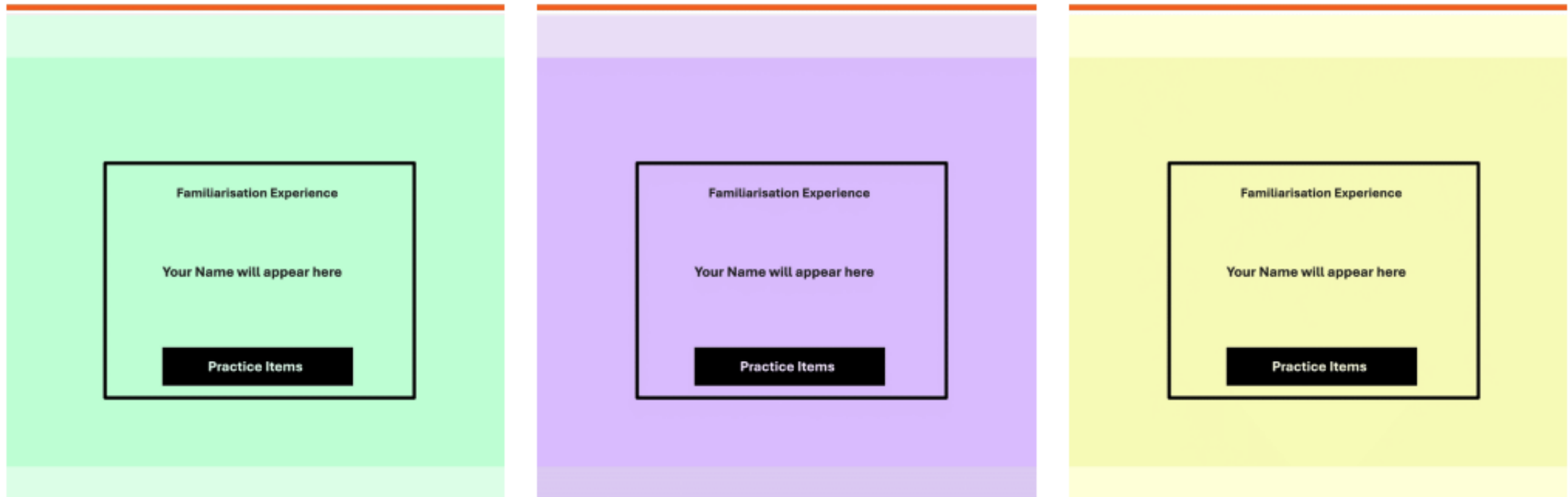
What Students Need to Practice



You can now see the blue/black colour theme has been applied.

What Students Need to Practice

The colour themes below cannot be selected in familiarisation - they are examples of the colour themes that are available in SMART.



Why use accessibility colour themes?

Accessibility colour themes—such as **blue, green, lilac, or yellow tinted backgrounds with black text**—are designed to support people who experience **visual stress or difficulty reading high-contrast black text on a white background**.

These difficulties may occur in people with:

- **Dyslexia**
- **Irlen Syndrome / visual stress**
- **ADHD (attention and sensory sensitivity)**
- **Light sensitivity or migraines**
- **Low vision requiring reduced glare**

It is important to remember that colour preferences are individual. No single colour is “for” a specific condition.

Schools decide on how colour themes are applied and who has access to them.

In SMART the colour themes are available to all students.

Familiarisation is a great way to let them experience the backgrounds.

What Each Colour Theme Helps With

Blue Paper and Black Text

Often helpful for individuals with:

- Dyslexia
- Irlen Syndrome / visual stress
- Migraine or light sensitivity

Why:

Blue tones reduce glare and help stabilise text for people who see movement or distortion on white backgrounds.

Green Paper and Black Text

Helpful for

- Irlen syndrome
- visual stress
- those sensitive to flickering or harsh white light

Why:

Green backgrounds soften visual input and can reduce discomfort or “shimmering” effects some people see.

What colour themes helps with

Lilac/Purple Paper and Black Text

- Visual stress when “bright” or “cold” colours aren’t comfortable
- Some dyslexic readers who prefer a warmer tint

Why:

- Lilac provides a calming, low-contrast background that reduces brightness without reducing clarity.

Yellow Paper and Black Text

Often helpful for:

- Dyslexia
- ADHD (focus support)
- Students with low vision who like brightness without stark contrast

Why:

- Yellow increases visibility and warmth while reducing the glare associated with plain white backgrounds.

Colour Theme Summary Table

Colour Theme	Commonly Supports	Why It Helps
Blue paper / black text	Dyslexia, visual stress, migraines	Reduces contrast, stabilizes text
Green paper / black text	Irlen Syndrome, glare sensitivity	Softens visual field, reduces flicker
Lilac paper / black text	Visual stress, dyslexia	Warm, low-contrast, reduces brightness sensitivity
Yellow paper / black text	Dyslexia, ADHD, low vision	High contrast without harsh white glare

Accessibility

Accessibility colours are designed to **reduce visual stress, improve readability, and support comfort.**

- **Every user is different**—always encourage personal choice.
- Colour themes do **not** replace professional diagnosis but provide practical day-to-day support.
- The right colour is simply the one that **helps the user read with less strain.**

The student may continue familiarisation with the colour theme applied. However, for this training we are going to return and focus on a standard layout.

Familiarisation Site



Standard Layout

In this section, we step through the familiarisation site.

The familiarisation site is not designed to show items from a particular year level or subject. Instead, it focuses on giving students the chance to explore the different item types and tools they will encounter, so they can practise ahead of an assessment.

The examples shown here, and those on the familiarisation site, come from the existing e-asTTle item catalogue. They are not used for real assessment in SMART.

The familiarisation site does not store any data or produce any reports. For examples of what SMART reports look like, visit Tāhūrangi.

Step 1:

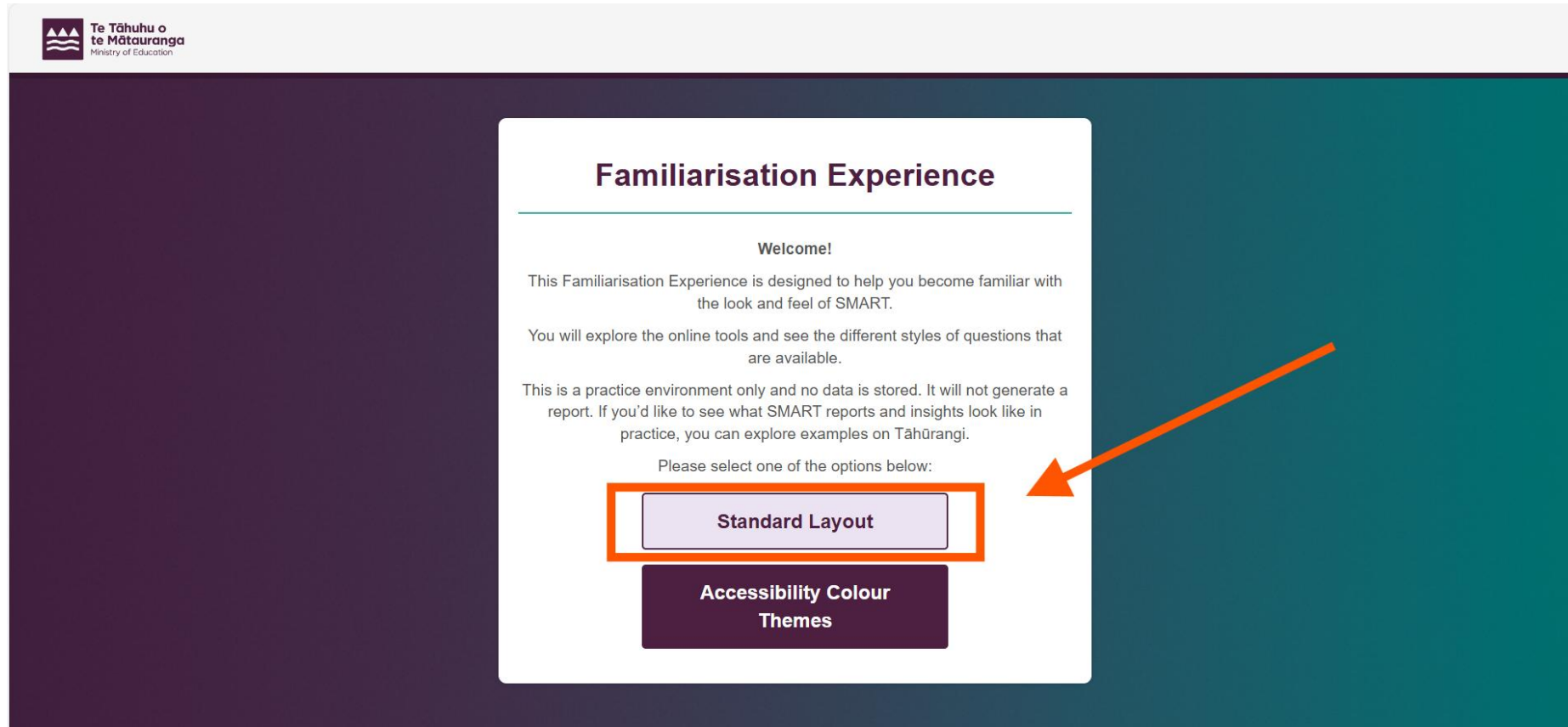
In a browser window add the following URL:

- For NZC <https://familiarisation.smart.education.govt.nz/pages/fam-nzc>
- For TMoA - <https://familiarisation.smart.education.govt.nz/pages/fam-tmoa>

Standard Layout

Step 2:

Select 'Standard Layout'



The screenshot shows the 'Familiarisation Experience' interface. At the top left is the logo for Te Tāhuhu o te Mātauranga (Ministry of Education). The main content area is a white card with a dark background. The card has the title 'Familiarisation Experience' and a 'Welcome!' message. Below the welcome message, there are three paragraphs of text explaining the purpose of the experience. At the bottom of the card, there is a prompt: 'Please select one of the options below:'. There are two buttons: 'Standard Layout' (highlighted with an orange box and an orange arrow) and 'Accessibility Colour Themes'.

Te Tāhuhu o te Mātauranga
Ministry of Education

Familiarisation Experience

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This is a practice environment only and no data is stored. It will not generate a report. If you'd like to see what SMART reports and insights look like in practice, you can explore examples on Tāhūrangi.

Please select one of the options below:

Standard Layout

Accessibility Colour Themes

Familiarisation

Step 3

The code is applied automatically. Students click next.

Welcome / Nau mai haere mai

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

X M - M K - B W - L X

Next / Whai muri



Step 4

Students confirm they wish to continue by selecting yes.

Familiarisation Experience

In Assessments, students will enter a student code that is provided. A code has been automatically generated for you.

Select Yes to continue:

Ko koe / Are you?

Example Student

?

Kao / No

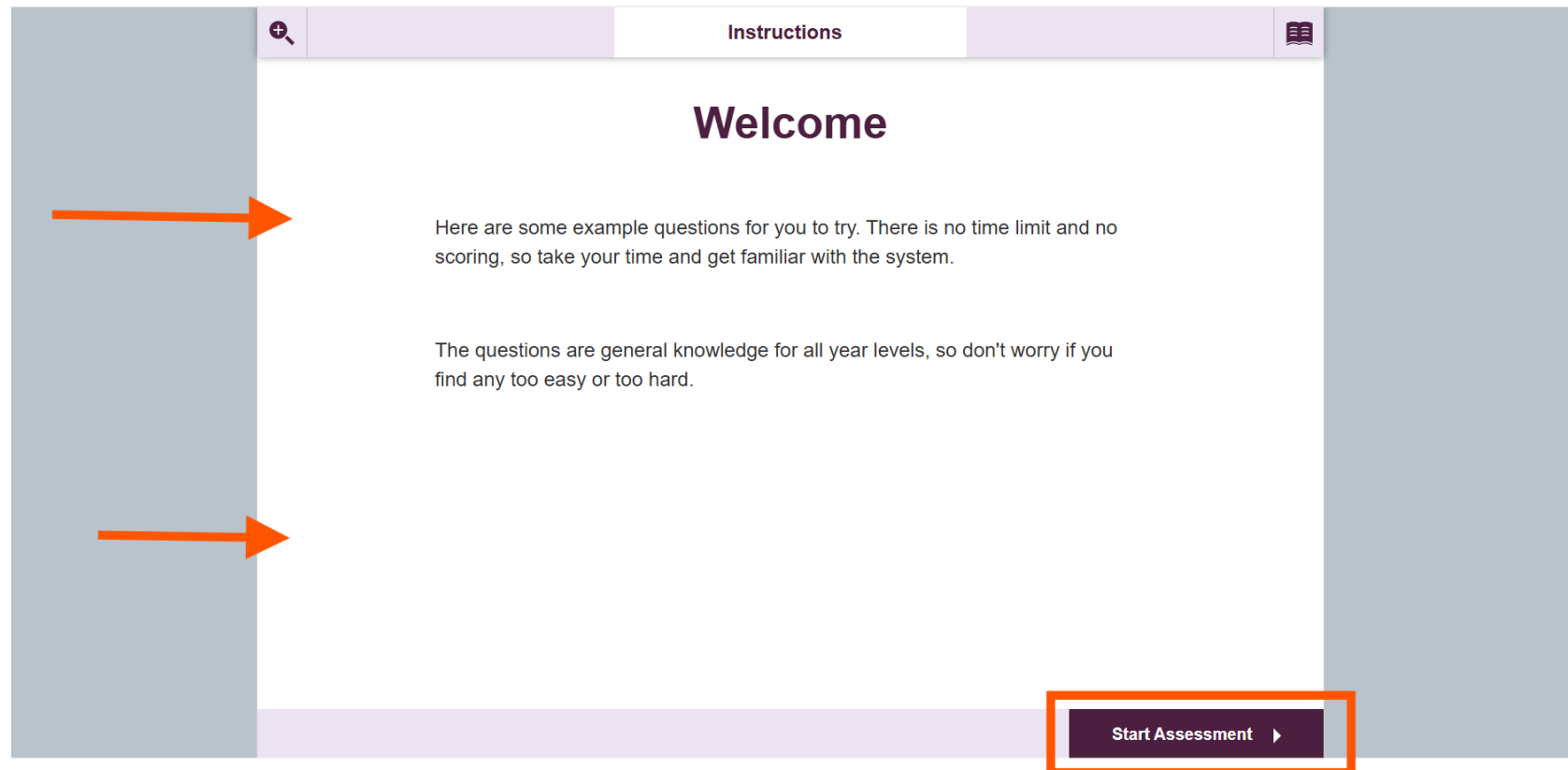
Ae / Yes



Start the familiarisation assessment

Step 5

Students will be taken to a waiting page. This page allows teachers to help all members of the class to log in. Once all students' login and see this screen you can begin the session and ask students to click "Start assessment".



Familiarisation site

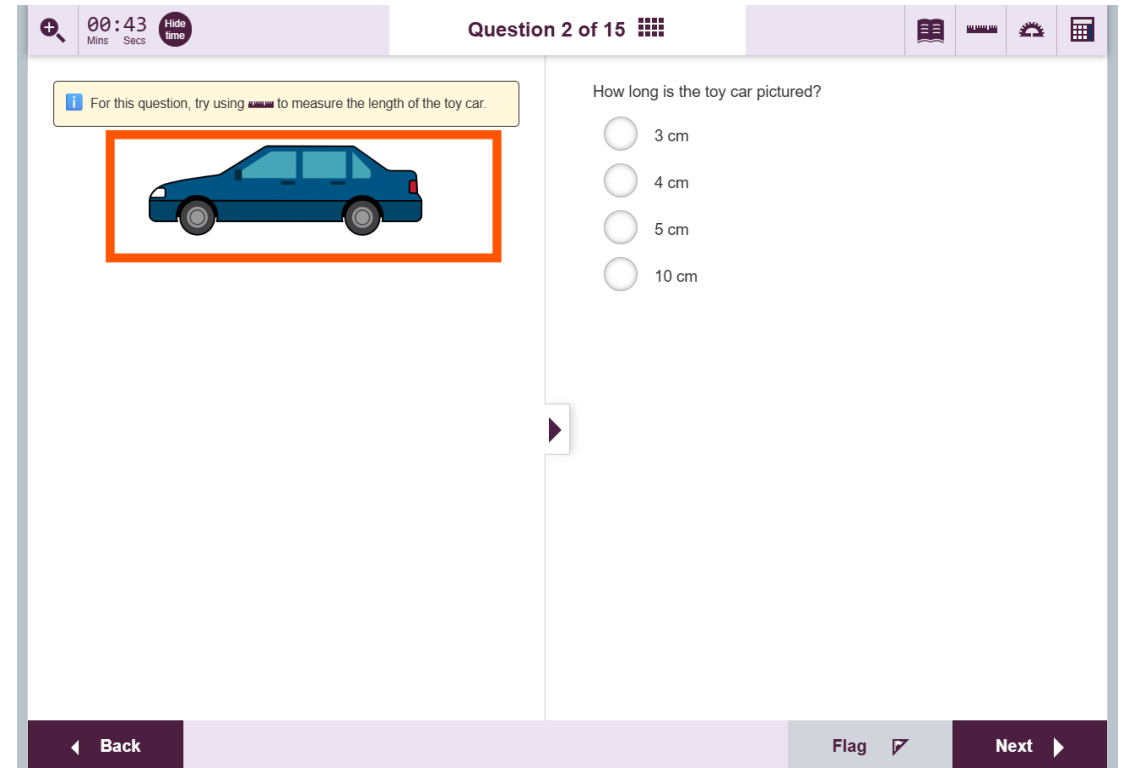
Step 6


As students make their way through the familiarisation site you may want to spend time explicitly teaching key elements, parts and tools within smart.

You can see the screen has a yellow box above the image of a car.

This yellow box will only ever be displayed in the familiarisation site.

It is designed to point out key features that students need to know before they use SMART in their actual assessment.



The screenshot shows a question interface with a timer at 00:43, a 'Hide time' button, and 'Question 2 of 15'. A yellow box above the car image contains the text: 'For this question, try using  to measure the length of the toy car.' The car is a blue sedan. The question asks 'How long is the toy car pictured?' with four radio button options: 3 cm, 4 cm, 5 cm, and 10 cm. The interface includes a 'Back' button, a 'Flag' button, and a 'Next' button.


Familiarisation site

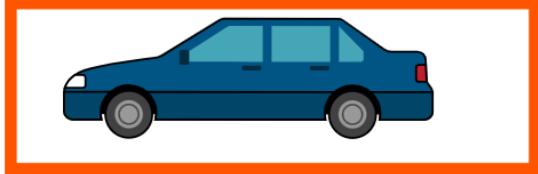
Step 7

In this case it is pointing out the student may want to use the ruler to measure the length of the car.

00:43
Mins Secs Hide time

Question 2 of 15

For this question, try using  to measure the length of the toy car.



How long is the toy car pictured?

3 cm

4 cm

5 cm

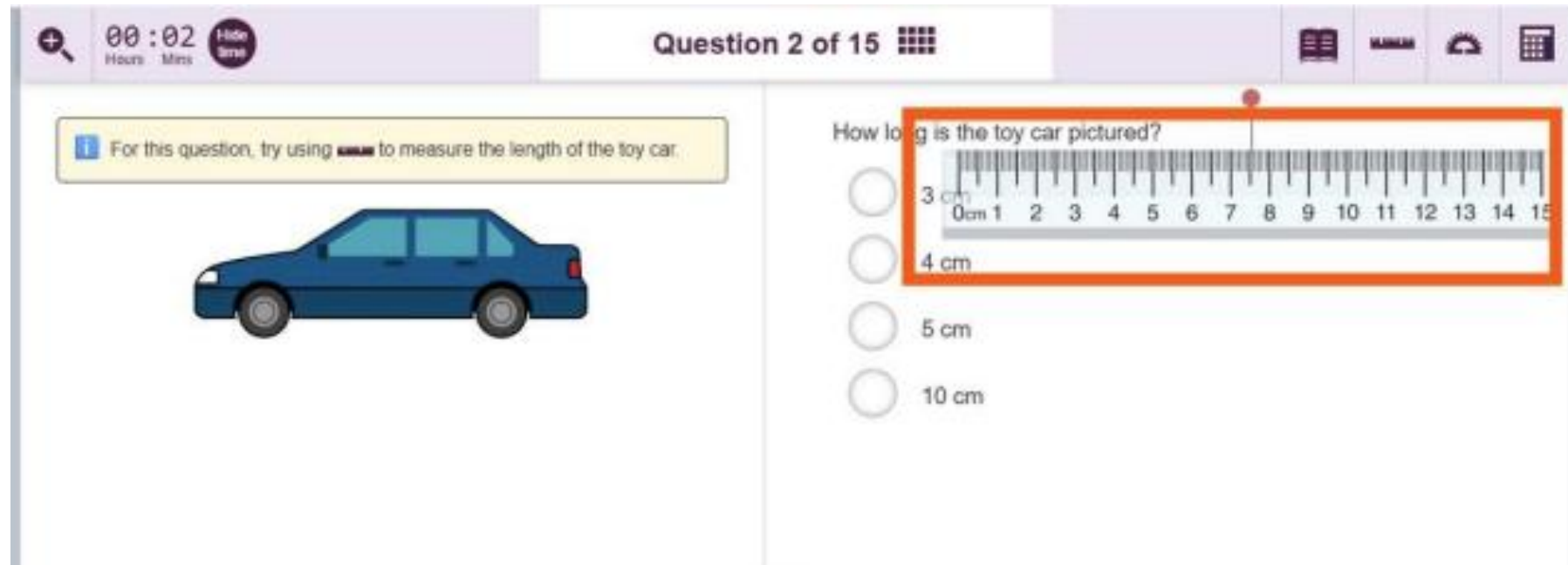
10 cm

Back Flag Next

Familiarisation site

Step 8

Ensure students know where to find the ruler in SMART.



The screenshot shows a SMART question interface. At the top, there is a timer showing 00:02, a 'Hide Story' button, and the text 'Question 2 of 15'. On the right side of the top bar, there are icons for a book, a pencil, a refresh button, and a calculator. The main content area is split into two panels. The left panel contains a yellow instruction box that says 'For this question, try using **measure** to measure the length of the toy car.' Below this is a blue toy car. The right panel contains the question 'How long is the toy car pictured?' followed by a ruler and four radio button options: 3 cm, 4 cm, 5 cm, and 10 cm. The ruler is marked from 0 to 15 cm, with a red vertical line indicating a measurement of 7.5 cm. The ruler and the first two options (3 cm and 4 cm) are highlighted with an orange border.

Familiarisation site


Step 9

Select the ruler, choose the best answer, press next to move to the next question.

The screenshot shows a digital learning interface. At the top, there is a timer showing 00:03 (Hours Mins) and a 'Hide time' button. The question is identified as 'Question 2 of 15'. On the right side of the header, there are icons for a book, a ruler, a sun, and a calculator. The main content area features a yellow tip box that says 'For this question, try using to measure the length of the toy car.' Below this is a blue toy car positioned above a ruler marked from 0 to 15 cm. An orange arrow labeled '2' points to the ruler. To the right of the car and ruler, there are four radio button options for the length: 3 cm, 4 cm, 5 cm, and 10 cm. The 10 cm option is selected, and an orange arrow labeled '1' points to it. Below the options is a dark blue circle with the number '3' and a right-pointing arrow. At the bottom of the interface, there is a dark purple bar.

Familiarisation site

1

See  at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.



Question 3 of 15



Multiple Choices

Multiple choices questions ask you to select **more than one** correct answer from the options given.

- You may need to choose two or more answers.
- Options can be text, images or both.
- Read the question carefully to check how many answers are correct.

Which of these landmarks are in Te Wairarapa (South Island)?
Select **all** that apply.

- Aoraki / Mount Cook
- Lake Taupō
- Milford Sound
- Franz Josef Glacier

2

This yellow box introduces the keyboard shortcuts.

Spend some time discussing this feature with students and why they could use it.

Back

Flag

Next

Familiarisation site

Step 10

Other parts of the page to discuss with students are:


The question stimulus. This will always be shown on the left of the page.

+
00:06
Hours Mins
Hide time

Question 3 of 15

📖
🗑️
🌅
📊

i See 📖 at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.



Multiple Choices

Multiple choices questions ask you to select **more than one** correct answer from the options given.

- You may need to choose two or more answers.
- Options can be text, images or both.
- Read the question carefully to check how many answers are correct.

Which of these landmarks are in Te Waipounamu (South Island)?
Select **all** that apply.

Aoraki / Mount Cook

Lake Taupō

Milford Sound

Franz Josef Glacier

◀ Back

▶

🚩 Flag

Next ▶

Familiarisation site

Step 11


The type of question.


Familiarisation is the only site where students will see these purple boxes.

They are designed to help you and the students understand the types of question that may be used in SMART assessments, in this case it is a “multiple choices” where student may select one or more answers.

00 : 06
Hours Mins Hide time

Question 3 of 15

See  at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.



Multiple Choices

Multiple choices questions ask you to select **more than one** correct answer from the options given.

- You may need to choose two or more answers.
- Options can be text, images or both.
- Read the question carefully to check how many answers are correct.

Which of these landmarks are in Te Waipounamu (South Island)?
Select **all** that apply.

Aoraki / Mount Cook

Lake Taupō

Milford Sound

Franz Josef Glacier

Back Flag Next

Familiarisation site

Step 12


The fourth part of the page shows the space where students select and place their answers.

+
00 : 06
Hours Mins
Hide time

Question 3 of 15 ■

📖
🗨️
🌞
📊

i See 📖 at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.



Multiple Choices

Multiple choices questions ask you to select **more than one** correct answer from the options given.

- You may need to choose two or more answers.
- Options can be text, images or both.
- Read the question carefully to check how many answers are correct.

Which of these landmarks are in Te Waipounamu (South Island)?
Select **all** that apply.

- Aoraki / Mount Cook
- Lake Taupō
- Milford Sound
- Franz Josef Glacier

◀ Back

Flag 🚩

Next ▶

Familiarisation site

1



1. **Magnifying glass** – enables the student to increase the size of text and stimulus up to 250%


2. **The question numbers** – this shows the student the question number they are currently working on.

3. **The notepad** – where students can take notes or do working out.

2

Question 3 of 15

3

See  at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.



Multiple Choices


Multiple choices questions ask you to select **more than one** correct answer from the options given.

- You may need to choose two or more answers.
- Options can be text, images or both.
- Read the question carefully to check how many answers are correct.

Which of these landmarks are in Te Waipounamu (South Island)?
Select **all** that apply.

- Aoraki / Mount Cook
- Lake Taupō
- Milford Sound
- Franz Josef Glacier


◀ Back

Flag 

Next ▶

Familiarisation site

The protractor

The screenshot shows a digital learning environment. At the top, there is a navigation bar with a search icon, a timer showing 00:01 (Hours Mins), a 'Hide time' button, and the text 'Question 5 of 15'. On the right side of the navigation bar, there are icons for a book, a ruler, a protractor (highlighted with an orange circle), and a calculator. Below the navigation bar, a yellow information box contains the text: 'Here is another chance to try a different online tool. Use  to measure the angle.' The main content area features a text block: 'Noah is building a cabinet for the corner of his living room. He needs to know the size of the angle made by these two walls.' Below this text is a diagram of a semi-circular protractor. The protractor has a red center point and two lines extending from it, labeled 'wall'. One line is horizontal, pointing to the 0-degree mark. The other line points to the 110-degree mark. A shaded blue sector is drawn between these two lines, representing the angle to be measured. To the right of the diagram is a question: 'Using the **protractor**, what is the size of the shaded angle, to the nearest 10°?' Below the question is a text input field with a degree symbol (°) to its right. A large orange arrow points from the protractor icon in the navigation bar to the question text.

Familiarisation site

The calculator

The screenshot shows a digital learning interface. At the top, there is a timer set to 00:12, a 'Hide time' button, and the text 'Question 3 of 15'. On the right side of the top bar, there are icons for a book, a ruler, a sun, and a calculator. The calculator icon is circled in orange, with an orange arrow pointing to a larger calculator overlay on the right side of the screen. The calculator overlay has a grid of buttons including MC, MR, M+, M-, AC, (,), π, x², x^y, √, +, 7, 8, 9, ×, 4, 5, 6, +, 1, 2, 3, -, 0, ., (-), and =.

Below the top bar, there is a yellow information box with the text: "See [book icon] at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options."


To the left of the calculator overlay is a map of New Zealand with various cities and landmarks labeled. Below the map is a list of landmarks with checkboxes:

- Aoraki / Mount Cook
- Lake Taupō
- Milford Sound
- Franz Josef Glacier

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

Familiarisation site

The ruler

The screenshot shows a digital interface for a math question. At the top, there is a timer showing 00:03 (Hours: 00, Mins: 03) and a 'Hide time' button. The question is identified as 'Question 2 of 15'. On the right side of the header, there are icons for a book, a ruler, a sun, and a calculator. The main content area features a yellow information box that says: 'For this question, try using  to measure the length of the toy car.' Below this is an illustration of a blue toy car positioned above a ruler. The ruler is marked in centimeters from 0 to 15. The car's length is approximately 7 cm. To the right of the ruler, the question asks: 'How long is the toy car pictured?' with four radio button options: 3 cm, 4 cm, 5 cm, and 10 cm. Two orange arrows are overlaid on the image: one points from the ruler icon in the information box to the ruler itself, and the other points from the ruler icon in the top navigation bar to the ruler.

Familiarisation site

Aspects to focus on with students are: Navigation Tools

Students need to practise:

- Moving between questions
- Flagging items – answers they will come back to, or are not sure of
- Returning to unanswered questions
- Submitting assessments.

Risk if not practised: Students may leave questions blank unintentionally.

The screenshot shows a digital assessment interface. At the top, there is a timer showing 00:43 (00:43 Mins 00:00 Secs) and a 'Hide time' button. The question number is 'Question 2 of 15'. The question text is 'How long is the toy car pictured?' and the image shows a blue toy car. Below the image are four radio button options: 3 cm, 4 cm, 5 cm, and 10 cm. At the bottom, there are three navigation buttons: 'Back', 'Flag', and 'Next'. Red callout boxes with arrows point to these buttons: 'Take you back 1 question' points to 'Back', 'Flag a question to revisit it later.' points to 'Flag', and 'Take you to the next question' points to 'Next'. A yellow tip box at the top left says 'For this question, try using to measure the length of the toy car.'

Familiarisation site

Aspects to focus on with students are: Calculator Tool

Students need to practise:

- Opening and closing it
- Entering types of calculations
- Clearing errors and clearing old displays
- Knowing when calculator is permitted

Important: Students unfamiliar with digital calculators often: Mistype, Forget brackets, Struggle with decimals.

The screenshot shows a digital assessment interface. At the top, there is a timer showing 00:12 and a 'Hide time' button. The question is identified as 'Question 3 of 15'. A calculator icon in the top right corner is circled in red, with an orange arrow pointing to it. A yellow tooltip box contains the text: 'See [calculator icon] at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.' The main content area features a map of New Zealand with several location markers. To the right of the map is a 'Multiple Choices' question: 'Which of these landmarks Select all that apply.' Below the question are four options with checkboxes: 'Aoraki / Mount Cook', 'Lake Taupō', 'Milford Sound', and 'Franz Josef Glacier'. A digital calculator is overlaid on the right side of the screen, displaying a blank display and various mathematical functions and numbers. The calculator interface includes buttons for MC, MR, M+, M-, AC, (,), π, x², x^y, √, +, 7, 8, 9, ×, 4, 5, 6, +, 1, 2, 3, -, 0, ., (-), and =.

Familiarisation site

Aspects to focus on with students are: Ruler Tool

Students need to practise:

- Dragging
- Rotating
- Measuring accurately
- Zooming if needed

Common issue: Students attempt to “estimate visually” instead of measuring properly because they don’t know how to manipulate the tool.

The screenshot shows a digital learning interface for a measurement task. At the top, it displays a timer at 00:02, a 'hide time' button, and the question number 'Question 2 of 15'. A yellow instruction box says, 'For this question, try using the ruler to measure the length of the toy car.' Below this is a blue toy car. To the right, a ruler is shown with a red dot at the 8 cm mark. The ruler is highlighted with an orange box. Below the ruler, the question 'How long is the toy car pictured?' is followed by four radio button options: 3 cm, 4 cm, 5 cm, and 10 cm. At the bottom, there are navigation buttons for 'Back', 'Flag', and 'Next'.

Familiarisation site

Aspects to focus on with students are: Protractor Tool

Students need to practise:

- Rotating correctly
- Aligning centre point
- Reading scale in correct direction.

Without practice: Students misread angles and waste time adjusting the protractor.

The screenshot shows a digital learning interface. At the top, there is a timer showing 00:11 and a 'Hide time' button. The page title is 'Question 3 of 15'. A yellow tooltip box contains the text: 'See [icon] at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.' Below the tooltip is a map of New Zealand with several landmarks marked. To the right of the map is a 'Multiple Choices' question: 'Which of these landmarks are in Te Waipounamu (South Island)? Select all that apply.' The options are: Aoraki / Mount Cook, Lake Taupō, Milford Sound, and Franz Josef Glacier. A protractor is overlaid on the bottom right of the question, with an orange arrow pointing to the 90-degree mark. The protractor has two scales: an inner scale from 0 to 180 degrees and an outer scale from 180 to 0 degrees. The 90-degree mark is clearly visible in the center.

Familiarisation site

Aspects to focus on with students are: Notepad / Working Space

Students need to know:

- It **does not save** once they move to the next question.
- It **does not transfer** working out to the answer box.
- It's for thinking, **not for being marked**.

This helps to reduce panic mid-assessment.

The screenshot displays a digital assessment interface. At the top, there is a timer showing 00:09 (Hours Mins) and a 'Hide time' button. The question number 'Question 3 of 15' is displayed in the top right. A red circle highlights a keyboard shortcuts icon in the top right corner. Below the timer, a yellow information box contains the text: 'See [icon] at the top right of the screen? This opens up a window showing the keyboard shortcuts that are available. Give it a go now, and have a look through the options.' Below this is a map of New Zealand with several blue location markers. To the right of the map is a 'Multiple Choices' question box. The text in the box reads: 'Multiple Choices. Multiple choices questions ask you to select **more than one** correct answer from the options given.' Below this are three bullet points: 'You may need to choose two or more answers.', 'Options can be text, images or both.', and 'Read the question carefully to check how many answers are correct.' The question text is: 'Which of these landmarks are in Te Waipounamu (South Island)? Select **all** that apply.' Below the question are four checkboxes with corresponding labels: 'Aoraki / Mount Cook', 'Lake Taupō', 'Milford Sound', and 'Franz Josef Glacier'. At the bottom of the interface, there are navigation buttons: 'Back', 'Flag', and 'Next'.

Familiarisation site

Aspects to focus on with students are: Drag-and-drop / Highlight / Multi-Select

Students should practise:

- Selecting multiple answers correctly.
- Understanding when more than one answer is required.
- Repositioning draggable objects.

The screenshot shows an online assessment interface. At the top, there is a timer showing 00:06 and a 'Hide time' button. The question is 'Question 10 of 15'. A yellow information box on the left states: 'You may have noticed the timer ticking away at the top left of the screen. This is showing you how long you have been in the assessment. You can hide this if you like using [Hide time]'. The main question area is titled 'Drag and Drop' (highlighted with an orange box) and explains that drag and drop questions ask you to drag items into the correct category. It lists two ways to match items: 'Click and hold the item, then drag it into the box or area for the matching category, or' and 'Click an item, then click where you want to move it.' The question asks to 'Drag and drop these New Zealand towns into their correct location.' Below this, there are five draggable town names: Auckland, Dunedin, Christchurch, Rotorua, and Nelson. The target areas are 'North Island' and 'South Island'. 'Wellington' is already placed in the North Island box, and 'Christchurch' is being dragged from the town list into the South Island box, as indicated by an orange arrow.

The Equity Lens.

Familiarisation is especially important for:

- Students with lower digital fluency.
- Students with high assessment anxiety.
- English language learners.
- Students with additional learning needs.
- Younger students transitioning to digital environments.

What Familiarisation Is NOT

- It is NOT teaching test answers.
- It is NOT rehearsing specific assessment content.
- It is NOT inflating results artificially.

It is removing barriers unrelated to curriculum knowledge.

Without familiarisation: We risk amplifying inequity.

With familiarisation: We level the playing field.

A Practical Classroom Model

Below is a simple 4-step structure you may wish to use with your classes in the leadup to the first assessment window.

Step 1 – Explain the Purpose

Tell students:

- “Today we are practising using SMART tools so that when you sit the assessment, you can focus fully on the learning.”

This helps to normalise practice.

Step 2 – Guided Walkthrough

- Project the familiarisation site. Explain the steps you take and how you navigate between questions. Actively model how to
- Open the calculator - “I’m using brackets to make sure the calculation is correct.”
- Use the ruler properly.
- Rotate the protractor - “I’m checking that the centre point is aligned.”
- Flag a question.
- Write in the notepad.

A Practical Classroom Model

Step 3 – Student Practice Time

Students individually:

- Practise each tool.
- Ask any question they have.
- Offer support and guidance to ensure success.

Step 4 – Reflection

Ask the students:

- Which tool did you find the easiest to use?
- Were any of the tools tricky to use?
- What should you do if something doesn't work during the real assessment?

Having these discussions occur before the real assessment builds confidence and reduces panic responses.

Allocating accessibility colour themes to student profile

Allocating accessibility colour themes

This is a guided view of how to allocate colour themes.

You will not be able to allocate themes until SMART is released and available in your school.

You learned earlier that students have the option of choosing a different screen colour.

These colour themes are designed for accessibility to support learners with certain diagnoses such as visual stress, dyslexia and ADHD. There is no specific colour for a specific condition it is more a matter of personal preference and comfort. If you do have a student who requires a colour theme to be applied this is the process to follow.

Allocating accessibility colour themes

Step 1

From your smart dashboard click Accessibility preferences

The screenshot shows the smart dashboard for Jason TestAcct2. The dashboard is organized into four main sections: 1. Preparation, 2. Delivery, 3. Marking, and 4. Reporting. The 'Accessibility Preferences' option is highlighted with a red box in the 'Preparation' section.

Te Tāhuhu o te Mātauranga
Ministry of Education

Jason TestAcct2
jbmoesmart@gmail.com JT

Privacy Statement

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.


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.

Allocating accessibility colour themes

Step 2

Select the student(s) who require an accessibility colour theme.



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

Jason TestAcct2
jbmoesmart@gmail.com

Test Player Themes

Select any student below to set their default Test Player Theme

Name ↑	School Student Number	National Student Number	Year	Class	Test Player Theme	Created
Jason-Alpha JasonStAlbans	351800031	3100003518	3	St Albans School Year 3	—	20 Feb
Jason-Bravo JasonStAlbans	351800032	3200003518	3	St Albans School Year 3	—	20 Feb
Jason-Charlie JasonStAlbans	351800033	3300003518	3	St Albans School Year 3	—	20 Feb
Jason-Delta JasonStAlbans	351800034	3400003518	3	St Albans School Year 3	—	20 Feb
Jason-Echo JasonStAlbans	351800035	3500003518	3	St Albans School Year 3	—	20 Feb
Jason-Foxtrot JasonStAlbans	351800036	3600003518	3	St Albans School Year 3	—	20 Feb
Jason-Golf JasonStAlbans	351800037	3700003518	3	St Albans School Year 3	—	20 Feb
Jason-Hotel JasonStAlbans	351800038	3800003518	5	St Albans School Year 5	—	20 Feb
Jason-India JasonStAlbans	351800039	3900003518	5	St Albans School Year 5	—	20 Feb
Jason-Juliet JasonStAlbans	351800040	4000003518	5	St Albans School Year 5	—	20 Feb

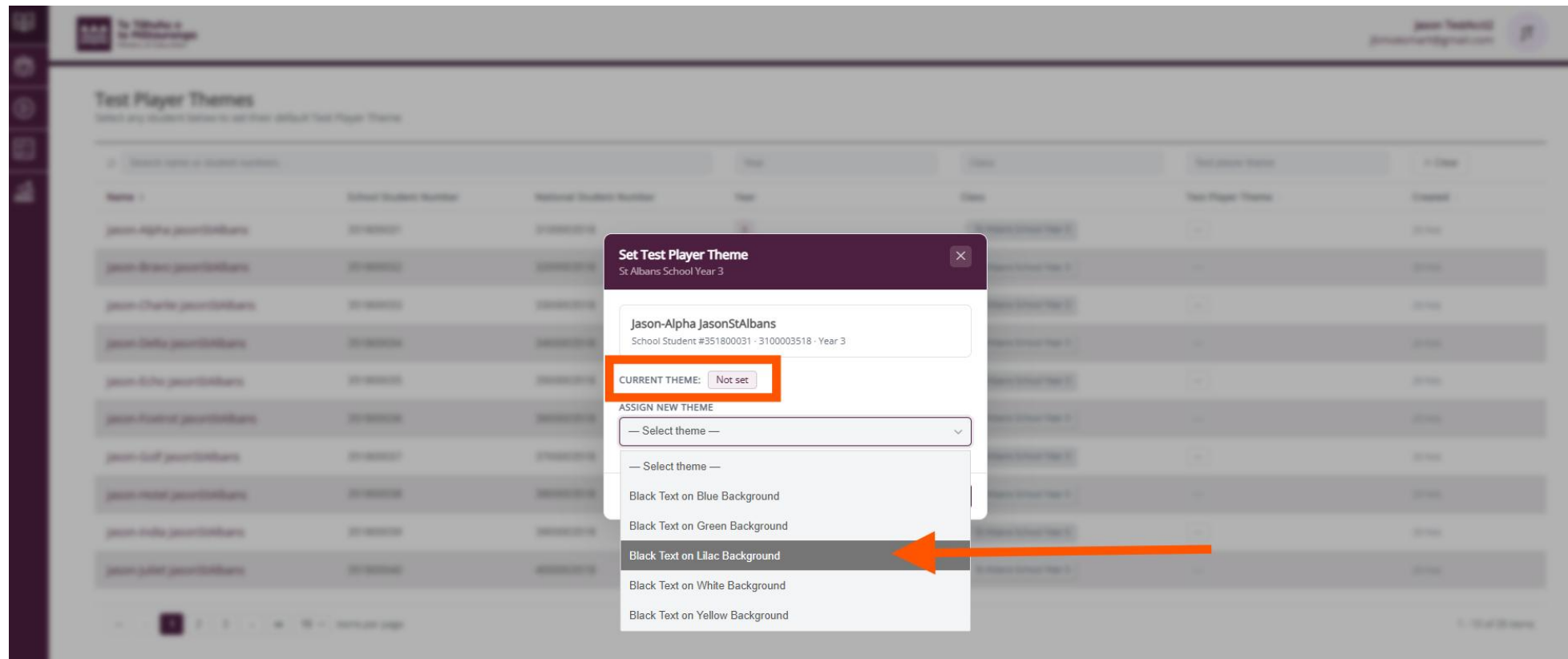
items per page

1 - 10 of 26 i

Allocating accessibility colour themes

Step 3

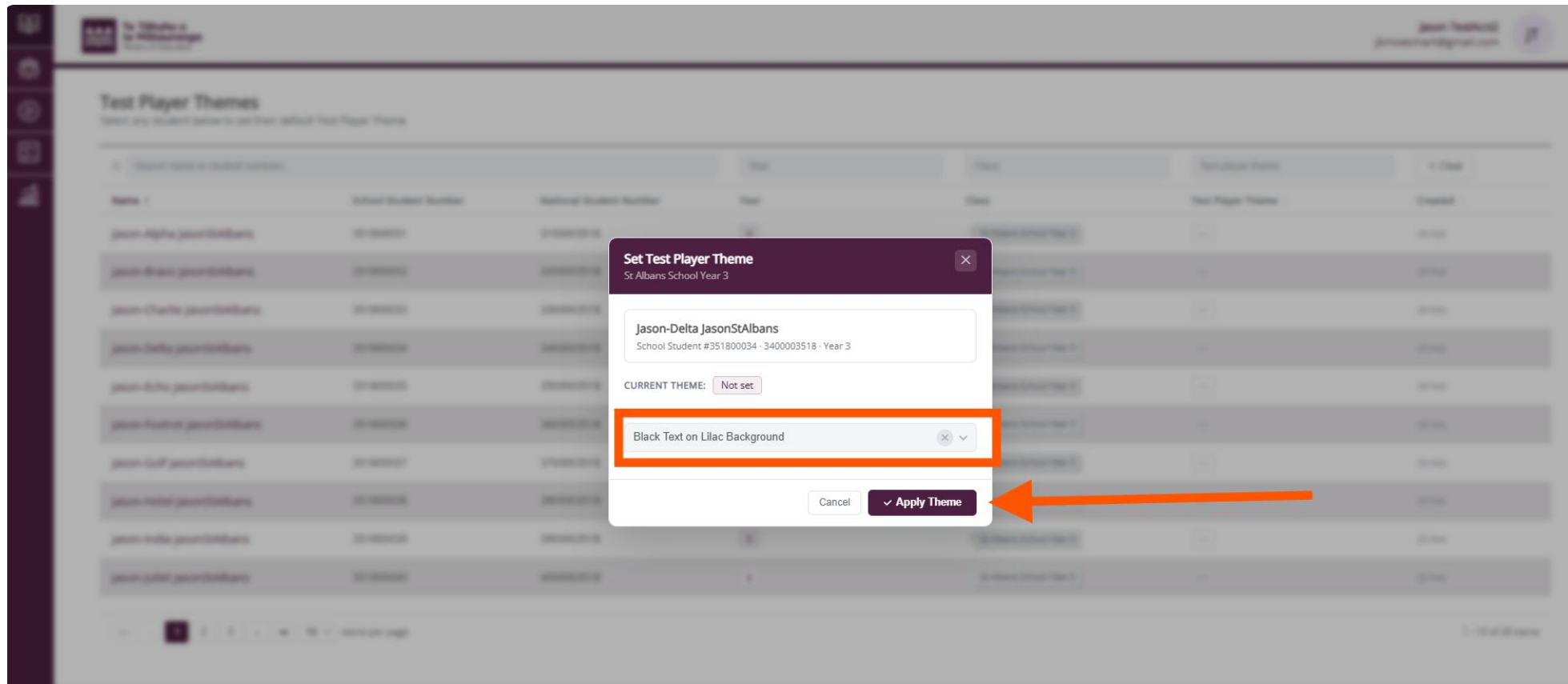
A pop-up will appear. Ensure you have selected the correct student. From the dropdown field choose the colour theme you wish to apply.



Allocating accessibility colour themes

Step 4

Check you have selected the correct colour theme and press the “Apply Theme” button.



Allocating accessibility colour themes

Step 5

You can see the student's profile now reflects the colour theme that will be used for each of their assessments.

Te Tāhuhu o te Mātauranga
Ministry of Education

Jason TestAcct2
jbmoesmart@gmail.com JT

Test Player Themes

Select any student below to set their default Test Player Theme

Search name or student numbers... Year Class Test player theme X Clear

Name	School Student Number	National Student Number	Year	Class	Test Player Theme	Created
Jason-Alpha JasonStAlbans	351800031	3100003518	3	St Albans School Year 3	—	20 Feb
Jason-Bravo JasonStAlbans	351800032	3200003518	3	St Albans School Year 3	—	20 Feb
Jason-Charlie JasonStAlbans	351800033	3300003518	3	St Albans School Year 3	—	20 Feb
Jason-Delta JasonStAlbans	351800034	3400003518	3	St Albans School Year 3	Black Text on Lilac Background	20 Feb
Jason-Echo JasonStAlbans	351800035	3500003518	3	St Albans School Year 3	—	20 Feb
Jason-Foxtrot JasonStAlbans	351800036	3600003518	3	St Albans School Year 3	—	20 Feb
Jason-Golf JasonStAlbans	351800037	3700003518	3	St Albans School Year 3	—	20 Feb
Jason-Hotel JasonStAlbans	351800038	3800003518	5	St Albans School Year 5	—	20 Feb
Jason-India JasonStAlbans	351800039	3900003518	5	St Albans School Year 5	—	20 Feb
Jason-Juliet JasonStAlbans	351800040	4000003518	5	St Albans School Year 5	—	20 Feb

1 2 3 10 items per page 1 - 10 of 26 items

You can remove the colour theme or change the colour theme following the same process

Module complete!

You have now successfully completed the Familiarisation and Colour Themes module!

You know how why familiarisation matters, and how you can familiarise your students with SMART assessments in preparation for the assessment window. You have also learned what colour themes are, why they are important, and how to apply colour themes.

Congratulations. We hope you enjoy using SMART to efficiently manage your students, staff, and assessment sessions as you support 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