Checklist for Teachers:

Delivering SMART Writing | Tuhituhi Assessments on the day

Te Tāhuhu o te Mātauranga
Ministry of Education

Before the session begins (same day)

Online Writing Assessments

- ☐ Confirm you have created a dedicated assessment session for Writing (or Tuhituhi) and noted the 8-character session code.
- ☐ Have printed student | ākonga codes ready for every participating student.
- ☐ Write the session code and/or URL short link clearly on the whiteboard (or pre-enter on devices).
- ☐ Ensure every student has their individual student code card.
- ☐ Confirm students have used the familiarisation tool in advance.
- ☐ Organise the room and any accessibility supports (quiet space, teacher aide, etc.).

Paper-Based Writing Assessments

- ☐ Have printed Assessment Question Papers ready (secure until distribution). You can adjust the space between the lines on the extended writing answer page by changing the size of the font before printing.
- ☐ Have individual printed Assessment Answer Sheets for every student, each showing the correct student name and QR code.
- ☐ Confirm students know where to write their extended writing response on the answer sheet.

Starting the Assessment

Online Delivery

- ☐ Distribute student code cards to students.
- ☐ Have students enter the URL short link, then their individual student code.
- ☐ Instruct students to enter the session code and confirm the assessment is Writing (or Tuhituhi).
- ☐ Wait until all students appear on your session dashboard and are on the wait screen.
- ☐ When ready, select “Start Session” and confirm.

Paper-Based Delivery

- ☐ Distribute the printed Question Papers and the correct named Answer Sheets to each student.
- ☐ Instruct students to write only on the Answer Sheets (not on the Question Papers).

During the Assessment

Common to Both Formats

- ☐ Manage timing yourself - SMART does not time the assessment.
- ☐ Support students with accessibility needs or breaks as required.

Online-Specific

Note: Students cannot switch from online to paper once started.

- ☐ Monitor the session dashboard in real time (joined, not started, in progress, finished).
- ☐ Use the Pause function if needed, especially after closed questions and before the extended writing task.

Paper-Based-Specific

- ☐ Ensure students write clearly within the designated areas on the Answer Sheets, especially for the extended writing composition.
- ☐ Remind students that responses with insufficient content (generally under 100 words) may be flagged for teacher review.

Ending the Assessment

Online Delivery

- ☐ When all (or most) students have submitted, check the session dashboard for any postponed students.
- ☐ Select “Finalise Session” to end the session and trigger marking.

Paper-Based Delivery

- ☐ Collect all completed Answer Sheets.
- ☐ Scan and upload the Answer Sheets via the Marking column in the dashboard so results integrate with online data.

Important Reminders

- ↘ A single session can include students from multiple year levels if needed for catch-up.
- ↘ All results (online and scanned paper) feed into the same marking and reporting system.
- ↘ If a writing composition is illegible or has insufficient content, it will be flagged for teacher review and marking.

Marking and reviewing using SMART writing rubrics

Before you begin marking

- ☐ Ensure you have access to the student responses.
- ☐ Access the relevant rubric: Writing to Inform, Writing to Entertain (Narrative), or Writing to Persuade. Rubrics are available on Tāhūrangi.
- ☐ Read the writing prompt for the assessment.
- ☐ Read the rubric carefully and familiarise yourself with its five criteria.

Manually marking a writing assessment (if required)

- ☐ Read the student's writing all the way through.
- ☐ Refer to the rubric one criteria at a time.
- ☐ Reread the text closely and identify the description that best matches the evidence in the writing.
- ☐ Enter the best-fit score for each criteria using the sliders.

Important Reminder

↘ Base your judgement only on the evidence in this piece of writing, not on the student's overall ability.

Reviewing auto-marked scripts or moderating scores

- ☐ Carry out a quick review of the writing using the rubric and the suggested score.
- ☐ Perform a deeper review only if the suggested score does not match the evidence in the student's response.
- ☐ Do not adjust the sliders if you accept the suggested score.
- ☐ Adjust the sliders if you see clear evidence that justifies a different score.
- ☐ Record your reasoning for any change in the feedback/notes box.
- ☐ Check the overall score.
- ☐ Click "Submit" and "Next" to move on to the next student's writing,
  OR
  Click "Save" so that scores can be reviewed by a colleague.