SMART

Tuhituhi Aromatawai Guide

Te Tāhuhu o te Mātauranga
Ministry of Education

Introduction

SMART delivers low-stakes tuhituhi assessments for Years 3–10, aligned with the strengthened Te Marautanga o Aotearoa.

SMART Tuhituhi assesses mokopuna proficiency in communicating meaning through written language in culturally grounded and purposeful ways. This includes mokopuna ability to apply knowledge of language structures, grammar, punctuation, and vocabulary in written contexts, and to use this knowledge to shape texts that express ideas, experiences, and perspectives for a range of purposes and audiences.

SMART Tuhituhi overview

Across Tau 3-6, the SMART Tuhituhi assessment gathers evidence through one extended writing tasked writing tasks, allowing mokopuna to demonstrate both integrated writing performance and specific writing-related skills. The extended piece of Tuhituhi is in response to a Tuhituhi prompt.

Tuhituhi assessments across Tau 7-10 are made up of two extended pieces of Tuhituhi in response to a Tuhituhi prompt.

Across Tau 9-10, the assessment emphasis shifts toward the deliberate crafting of written texts. At these levels, a draw on accumulated knowledge of language structures, vocabulary, and writing processes to shape texts for specific purposes, audiences, and contexts. As a result, assessment at Tau 9-10 places greater emphasis on evidence of text crafting, including control of voice, structure, and style.

SMART Tuhituhi prompts help develop mokopuna knowledge and writing skills. They support mokopuna to create clear, meaningful, and purposeful writing.

Each prompt requires mokopuna to use their understanding of text structure and organisation, ideas, language features, and vocabulary.

Delivery Formats for Tuhituhi Assessments

Each mokopuna are automatically matched to the appropriate Tuhituhi assessment based on their year level and curriculum pathway. Kaiako do not need to select or assign assessments.

Tuhituhi assessments can be delivered online (digital) or paper based.
Schools will decide the assessment format for a whole class or for individual mokopuna| a (e.g., accessibility needs), with a mix of formats being possible within a single class.

- **Online:** Mokopuna will log in via device and complete the assessment. A broader range of item types is possible, due to the nature of digital assessment.

- **Paper-based:** Kaiako will print question papers and answer sheets. Mokopuna will write their responses on answer sheets, which are later scanned and uploaded. You can adjust the space between the lines on the extended writing answer page by changing the size of the font before printing. Some schools may prefer to mark the assessments themselves and enter the results into SMART.

  Paper-based does not require an assessment session code, as assessment delivery is entirely manual and does not involve the use of SMART.

Timing

Within a school, kaiako are responsible for managing timing of assessments, including extra time allowances or rest breaks. This should include the opportunity to split the testing times if required e.g. complete the closed and open tasks at different times, or start at one time, save and then complete at a subsequent time to ensure mokopuna are given the time to show best what they can do. SMART assessments are not timed by the tool, but times are provided as a guide to help kaiako prepare for and deliver the assessments.

For Tuhituhi, the suggested timings are:

- **Year 3:** Approximately 30 minutes for the extended Tuhituhi task
- **Years 4 to 6:** Approximately 35-40 minutes for the extended Tuhituhi task
- **Years 7 and 8:** Approximately 45-50 minutes for the extended Tuhituhi task
- **Years 9 and 10:** Approximately 50-60 minutes for the extended Tuhituhi task

For online assessment sessions, it is recommended that kaiako use the *Pause* function during breaks. Be aware, though, If the kaiako pauses the test and doesn't return to it within the same day, the system will 'postpone' any mokopuna who have not submitted a finished assessment.

These mokopuna can join a new session on another day and continue their assessment. The kaiako will need to generate a new session code, but the mokopuna codes remain the same.

Equipment

For Tuhituhi assessments, the following table outlines what is permitted and not permitted within the SMART assessment and inside of the settings.

	Permitted	Not Permitted
SMART (online)	• Stationery tools - ruler, notepad, pen/pencil, eraser • General Keyboard Shortcuts • Assistive technology (PNP) approved for the mokopuna	• Dictionary • Thesaurus
Room (online)	• Assistive technology approved for the mokopuna	
Room (paper based)	• Stationery tools - ruler, notepad, pen/pencil, eraser	• Dictionary • Thesaurus

Key points for successful Tuhituhi Assessments:

1. Preparation

If you are intending to use devices, ensure mokopuna complete the familiarisation tool (Te Marautanga pathway) using their usual devices.

Decide paper or digital format.

For online: Create the Assessment Session Code and generate and print mokopuna codes. Assessment Session codes need to be created prior to the beginning of the assessment and can be created at any time before the assessment in the five-week window.

For paper: Print question papers (reusable where appropriate) and individual answer sheets. These should be stored securely prior to the assessment.

Organise accessibility support as needed.

2.Delivering a Tuhituhi Session

Kaiako or administrators will create a dedicated assessment session for Tuhituhi. Share the session code and individual mokopuna codes with mokopuna.

Assessments are not timed by SMART, so kaiako and schools are able to manage timing and breaks themselves.

For online delivery; kaiako can monitor live progress on the session dashboard, then finalise the session once all mokopuna have submitted.

For Paper-Based Delivery; distribute question papers and named answer sheets. No session code is required. After completion, scan and upload answer sheets for integration with online results.

For extended Tuhituhi:

Introduce the task by covering the following points using age-appropriate language:

- Read through the prompt in full.
- Remind mokopuna that the prompt tells them about the purpose of the Tuhituhi and gives them some suggestions for what to include. They should use their own ideas when they write.
- Draw mokopuna attention to the planning sheet. Tell them that the plan is for their own use and will not be marked.
- Refer to the table above when telling mokopuna approximately how much time they will have…
- For younger mokopuna, kaiako may wish to separate this into planning time and Tuhituhi time.

Kaiako should use their discretion to ensure that most mokopuna have enough time. Time may be extended where appropriate.

Using kaiako discretion and the above timings as a guide only, ask the mokopuna to stop Tuhituhi when sufficient time has been provided.

All mokopuna should be given a lined sheet of paper to be used for planning. Mokopuna doing the paper test will be given an answer sheet with their unique QR code.

3. Post-Assessment

All results (online or scanned paper) appear together in marking and reporting. Flagged Tuhituhi responses will require kaiako review and possibly marking. If a mokopuna response has insufficient content (generally 100 words or less) or is illegible, the SMART AI will be flag it for kaiako review and marking.

Support is available via the Education Service Desk.

4. Marking Tuhituhi Assessments

Before you begin marking, ensure you have access to the mokopuna responses. Access the relevant rubric for the assessment. These rubrics are available within SMART or can be printed. Read the Tuhituhi prompt for the assessment, then read the rubric carefully and familiarise yourself with its five elements.

Manually marking a Tuhituhi assessment
Read the tuhituhi assessment all the way through. Refer to the rubric one element at a time. Reread the text closely and identify the descriptor that best matches the evidence in the tuhituhi assessment. Enter the best-fit score for each element using the sliders.

Base your judgement only on the evidence in this tuhituhi assessment, not on the mokopuna overall ability.

Reviewing auto-marked scripts or moderating scores
Carry out a quick review of the tuhituhi assessment using the rubric and the suggested score. Perform a deeper review only if the suggested score does not match the evidence in the mokopuna 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. Finally, check the overall score.

After marking each tuhituhi assessment, click “Submit” and “Next” to move on to the next mokopuna, or click “Save” so that scores can be reviewed by a colleague.

Using SMART results to contribute to Reporting to Parents and Whānau:

SMART results provide one piece of evidence to inform kaiako decisions about mokopuna progress and achievement for twice-yearly reporting to parents and whānau.

Using the SMART Tuhituhi score alongside other information enables informed decisions when reporting with mokopuna progress descriptors: e maiangi ana, e whanake haere ana, e ū haere ana, e mātau ana, e kairangi ana.