

SMART Tuhituhi rubrics (2026)



Te Tāhuhu o
te Mātauranga
Ministry of Education

Te Reo Rangatira identifies specific orthographic, vocabulary, grammatical and textual knowledge and skills for each year of schooling. SMART assesses a range of these through the tuhituhi assessment.

Tuhituhi responses are marked using the rubric appropriate to the tūārere/phase of learning.

For Tau 3, texts are marked using the Tūārere 1 rubric.

For Tau 4-6, texts are marked using the Tūārere 2 rubric.

For Tau 7-9, texts are marked using the Tūārere 3 rubric.

For Tau 9-10, texts are marked using the Tūārere 4 rubric.

The rubrics are used to score how well mokopuna demonstrate their knowledge and abilities across each of the four elements of orthography, vocabulary, grammar and text purpose.

Mokopuna responses are scored out of a total of 30. Each area is marked between 1 (lowest) and 6 (highest). Scores for each area are likely to vary across the five criteria.

The same rubrics are used to mark mokopuna responses at all year levels in each phase of learning. The scoring will take into consideration differing curriculum expectations for each year level.

After completion of scaling, SMART will translate scores into tohu aromatawai to ensure all reporting is consistent nationally and for all audiences.

Tūārere 1: Tau 3

Tuhituhi prompts are used to stimulate mokopuna knowledge and writing capabilities, supporting the production of coherent, meaningful, and purposeful written text. At each year, one prompt focuses on expressing cultural identity through an appropriate text purpose.



RUBRIC CRITERIA						
	Orthography	Vocabulary	Grammar	Text purpose	Text construction 2026	
RUBRIC SCORES	6	Writing is consistently clear and accurate. Punctuation used correctly throughout.	Uses a wide range of appropriate vocabulary.	Uses multiple sentence types accurately. Writing shows control and variation.	Writing is purposeful, detailed, and coherent. Expands on characteristics with explanation or examples.	Writes an extended text. Includes several relevant details, such as: iwi, waka, mounga, where they live, name, age, height, eye colour, hair colour, likes and dislikes. Ideas are sequenced and connected.
	5	Writing is clear and legible. Uses punctuation correctly most of the time.	Uses a variety of vocabulary.	Uses 3 or more sentence types appropriately. Writing shows control of sentence structures.	Information is organised and relevant. Adds descriptions or explanations about characteristics.	Writes 5-6 connected sentences. Includes 4 or more of the following details in their writing: iwi, waka, mounga, name, age, height, eye colour, hair colour, likes and dislikes. Writing shows flow.
	4	Writes legibly. Uses punctuation (caps, fullstops).	Vocab choices are appropriate. Uses a range of word types – nouns, adjectives.	Uses 2-3 sentence types (e.g., He, E, Ko, Ki).	Writes to the topic. Details one or more appropriate characteristics (e.g., attributes, features, behaviours, properties, functions, location).	Writes 1 text. Writes at least 4 sentences about themselves. Includes at least 3 of the following details in their writing: iwi, waka, mounga, name, age, height, eye colour, hair colour, likes.
	3	Writing is legible. Use of capital letters and fullstops is mostly correct.	Appropriate vocabulary choices. Uses nouns and some adjectives.	Uses at least 2 different sentence patterns (e.g., Ko ..., He ...). Sentences are mostly complete.	Writes clearly. Describes 1 or more relevant characteristics.	Writes 3-4 sentences. Includes 2-3 personal details, such as: Where they are from, waka, mounga, name, age, height, eye colour, hair colour, likes.
	2	Writing is mostly legible. Some correct capital letters or fullstops used.	Uses high frequency vocabulary appropriately. Includes some descriptive words.	Uses 1-2 sentence patterns (e.g., Ko ..., He ...). Attempts to write complete sentences.	Writes some relevant details. Information may be disconnected.	Writes 2-3 sentences. Includes a few (2-3) personal details (e.g., their name, age, iwi).
	1	Writing may be difficult to read. Limited or inconsistent use of capital letters or full stops.	Very limited word range. Mostly single nouns or high frequency words.	Uses 1-2 simple sentence patterns only (e.g., Ko ...). Sentences may be incomplete.	Topic may be unclear or not connected to the expected purpose. Very little personal information provided.	Writes 1-2 simple sentences. Includes only very basic personal details (e.g., name, iwi).

Disclaimer: These rubrics have been developed for the purposes of marking responses to the 2026 tuhituhi prompts. They have not undergone formal validation and should be used as a guiding tool only. The rubrics are informed by the redesigned Te Reo Rangatira whāngai ako within Te Mātauranga o Aotearoa. Ongoing review and refinement are anticipated to ensure they remain appropriate and fit for purpose.