



SMART Reporting

NZC Maths, Reading and Writing

Introduction

This resource is a guide to accessing and interpreting results from Assessment Window 1 2026. These reports give you a valuable evidence base for understanding the progress your students are making in relation to the New Zealand Curriculum, at individual, class, cohort and school level, and for planning teaching and learning that helps every student progress.

SMART assessment data is a valuable piece of evidence to inform teaching and learning as well as for reporting student progress and achievement to their parents and whānau. The key principle is that high-quality, timely assessment data enables teachers to make informed decisions to accelerate progress for all students, including those who need support or extension.

For Reading and Maths, you will receive a range of reports that provide a score for each student alongside a progress descriptor, and reports that show demonstrated practices, next learning focus and gaps where a student might need more support.

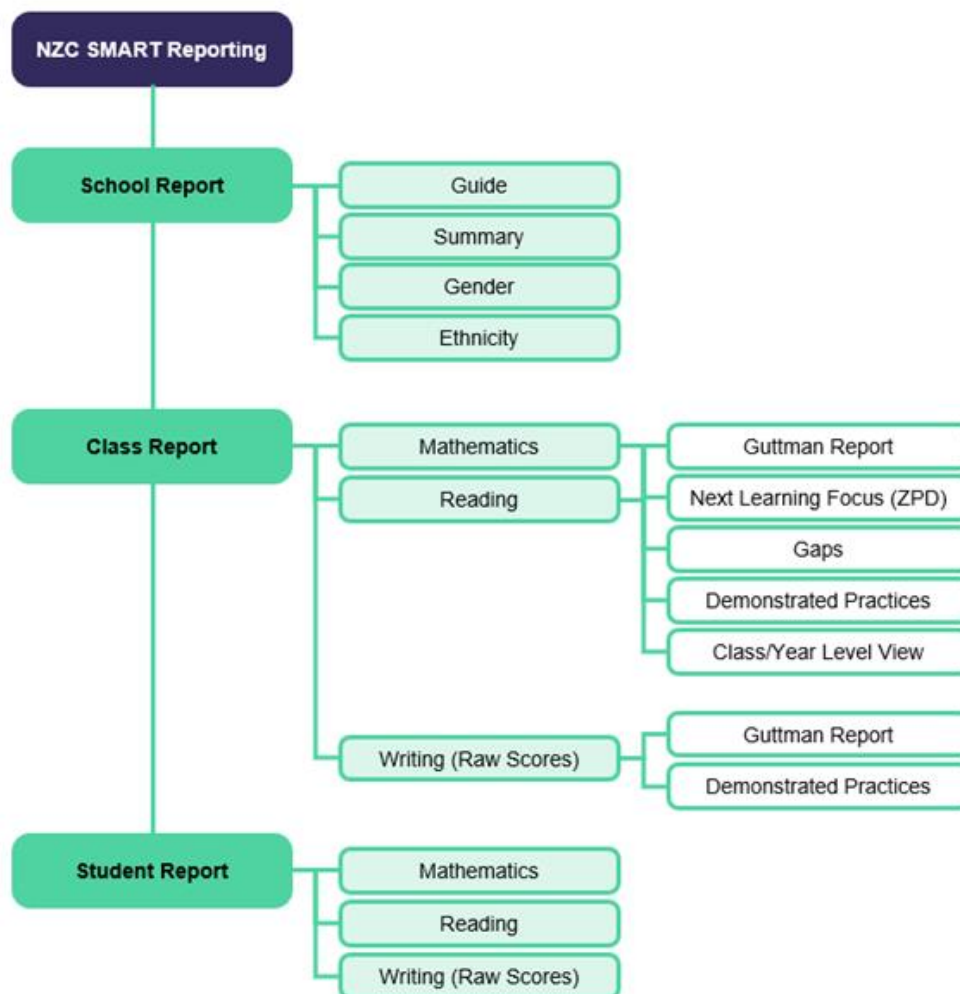
For Writing, you will receive a raw score that provides a view of how well students did in relation to writing a persuasive extended text, and closed writing questions. You will receive a student report with skills and next learning steps, as well as a classroom report showing skills. This is rich, useful data for planning targeted teaching and for sharing progress with students, parents and whānau.

Reporting for Assessment Window 1

The SMART Reporting portal is structured around hierarchical reporting levels, allowing users to navigate from aggregated views to detailed individual reports.

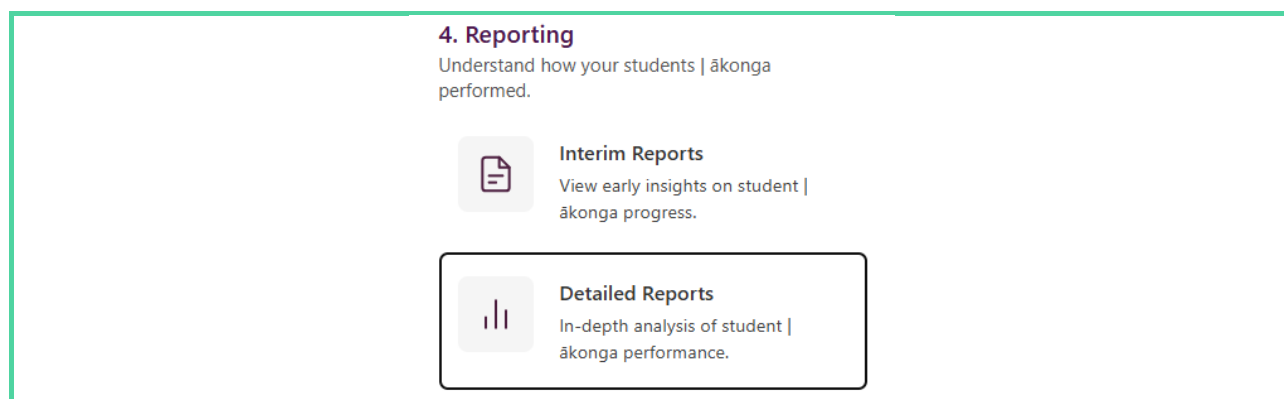
- **School Report** - Provides aggregated reporting for a single school. Perspective views to choose from include guide, summary, gender and ethnicity.
- **Class Report** - Provides reporting for a specific class or year level within a school for Maths, Reading and Writing.
- **Student Report** - Provides reporting for an individual student for Maths, Reading and Writing.

NZC Reporting for Assessment Window 1



How to generate reports

- Go to <https://smart.education.govt.nz> and use your Education Sector Username and passphrase to log in. You will then be redirected to the SMART dashboard.
- The dashboard is organised into four columns, each representing a phase of the assessment workflow: Preparation, Delivery, Marking, Reporting.
- Go to the Reporting column and select **Detailed Reports** button.



School Reports

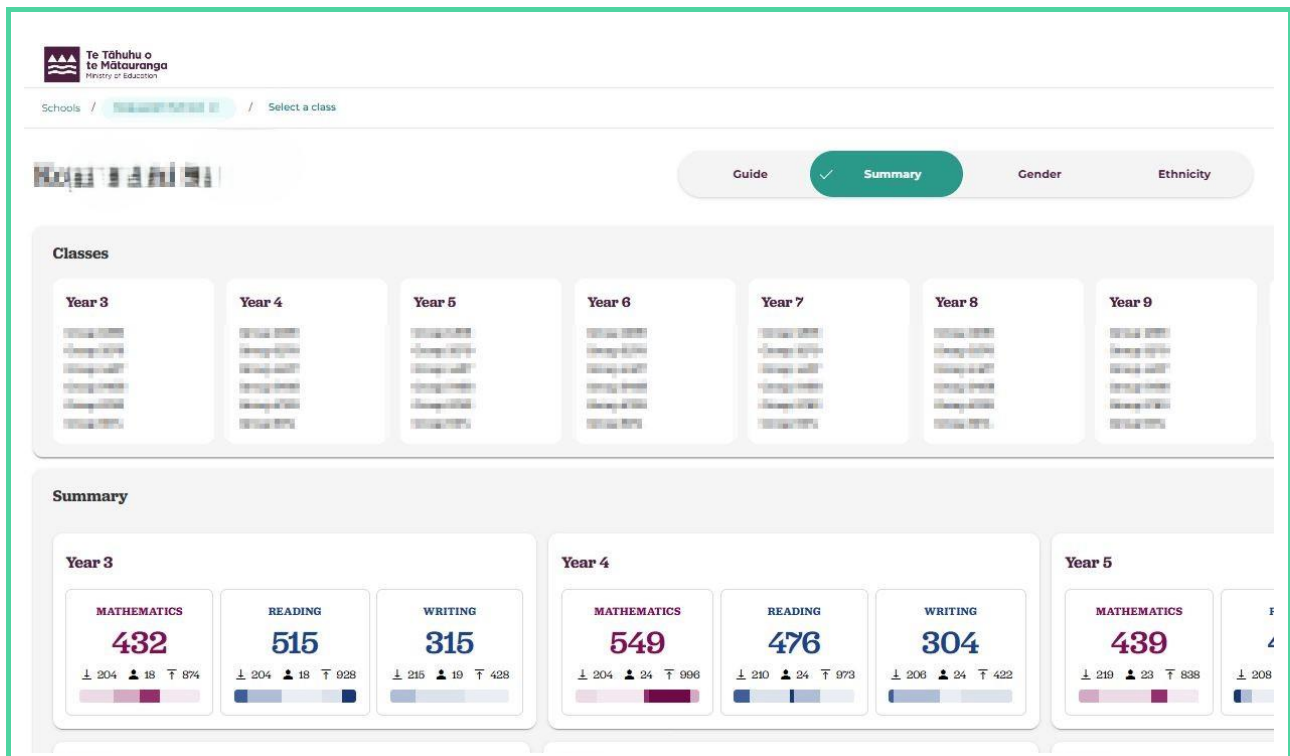
How to interpret reports

Guide page

This is a landing page for schools. It supports understanding of all tabs and pages. This essential information will provide you with information on most of the features of these reports. This guidance document is additional information, so please refer to both when viewing the reports.

Summary page

You will land on the summary page which provides an overview of all classes and year levels captured in the assessment.



This provides valuable information to schools or leaders who are interested in student performance across year levels.

Reading and Maths will have scaled scores available, while Writing will show the number of students assessed per Year Level, but with scaled scores set to zero.

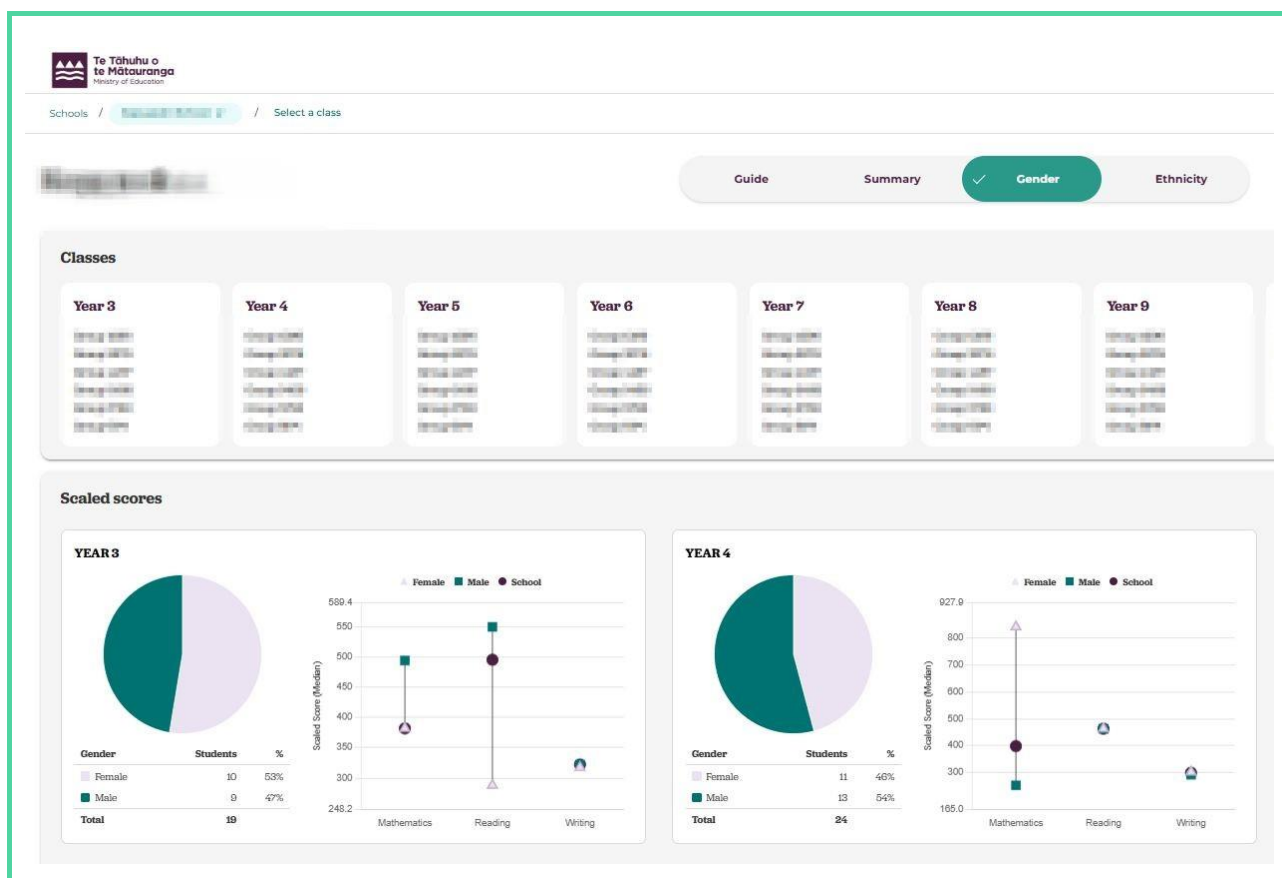
When you hover over the coloured horizontal bars for Reading and Maths, the number and percentage of students assigned to each progress descriptor will be displayed.

While the scaled score is important, the progress descriptors provide more useful meaning and context.

Gender and Ethnicity

Using the tabs across the top, results can be sorted by gender or by ethnicity. These sorted summaries can be displayed in either chart or table format, using the selector tab at the top right corner.

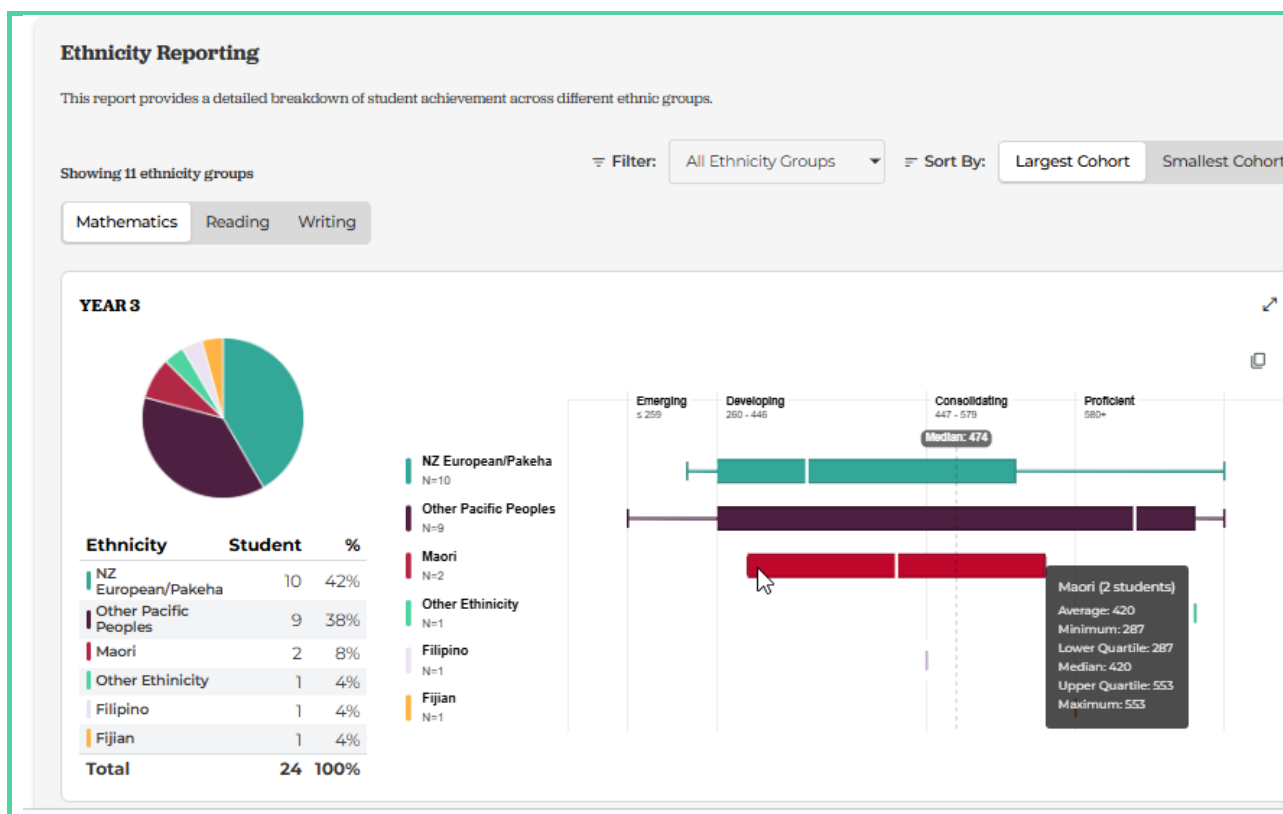
Reading and Maths will have scaled scores available, while Writing will show the number of students for Year Level, Gender and Ethnicity but with scaled scores set to zero.



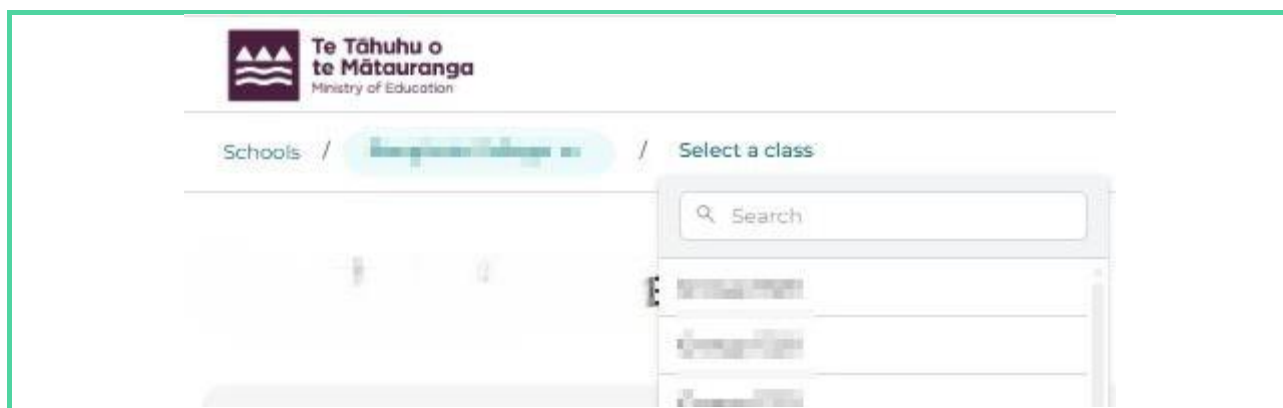
The ethnicity view graphs provide hover over functionality that displays a statistical breakdown of the data for each ethnicity group. This includes the number of students in the group and both the average and median scaled scores.

Average scores are useful when looking at cohort data that is fairly balanced, and there are no outliers - students whose scores are exceptionally high or low. The average gives a good indication of overall cohort performance.

Median scores are useful when looking at a cohort with extreme values, or when the performance of a cohort is heavily skewed in one direction. The median gives a good indication of a typical student.



To see the detailed reports, click 'Select a class' and click on the specific class within the dropdown menu.



Class Reports

Detailed Guttman Report

The detailed Guttman report tells teachers how students responded to specific assessment items and, for Reading and Maths only, provides a scaled score and progress descriptor.

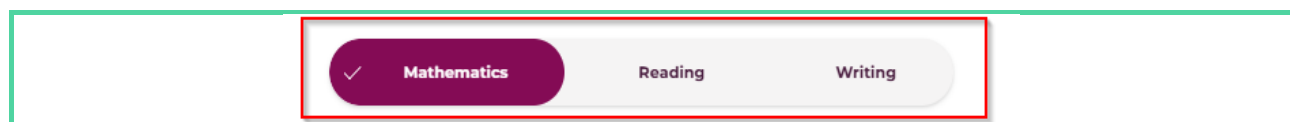
Guttman report																	
The Guttman report displays student assessment results vertically (from lowest to highest score) and arranges questions horizontally from easiest to most difficult. It also shows what curriculum sub-element each item assesses horizontally can use during this assessment.																	
This view helps you:																	
- locate where each student sits on the progress descriptors for the results of the assessment (one of emerging, developing, consolidating, proficient, and exceeding for each sub-element) - plan targeted next-step teaching based on the progression of item difficulty - identify students who may need support and those ready for extension - look for students with unusual response patterns (correct answers on harder items, but incorrect on easier ones) as these may indicate gaps in learning - adapt teaching to meet needs.																	
About sub-elements																	
Name	% Correct	Scaled Score	Progress Descriptors	1	7	4	20	2	5	24	12	3	28	25	19	8	28
Student 1 (Name)	57%	811	Consolidating		✓	✓		✓	✓	✓	✓						✓
Student 2 (Name)	71%	915	Proficient		✓	✓	✓			✓	✓	✓	✓	✓	✓		✓
Student 3 (Name)	31%	517	Developing	✓		✓	✓		✓	✓			✓				
Student 4 (Name)	29%	479	Developing			✓			✓					✓		✓	
Student 5 (Name)	31%	517	Developing	✓				✓								✓	✓
Student 6 (Name)	11%	276	Emerging	✓											✓		

Interpretation

The detailed Reading and Maths Guttman reports display individual students vertically and arranges items horizontally from easiest to most difficult. It also shows what curriculum strand or element each item assesses. This makes it easy to see which skills students achieved in this assessment. Students can be sorted vertically by percentage correctly answered, scaled score for the assessment, or progress descriptors by using the hover over arrow beside each of these headings.

For Writing the scaled score will be set to zero for all students and the progress descriptors will be set to consolidating regardless of raw score results. This is a placeholder until writing scaling is complete in future assessment windows.

Each learning area/strand can be displayed by using the selection tab at the centre top.



The detailed Maths and Reading Guttman reports will help you:

- locate where each student sits on the SMART progress descriptor
- plan targeted next step teaching based on the progression of item difficulty
- identify students who may need support with foundational concepts and those ready for extension

- Look for students with unusual response patterns (correct answers on harder items, but incorrect on easier ones) as these may indicate gaps in learning, or where students have guessed answers
- adapt teaching.

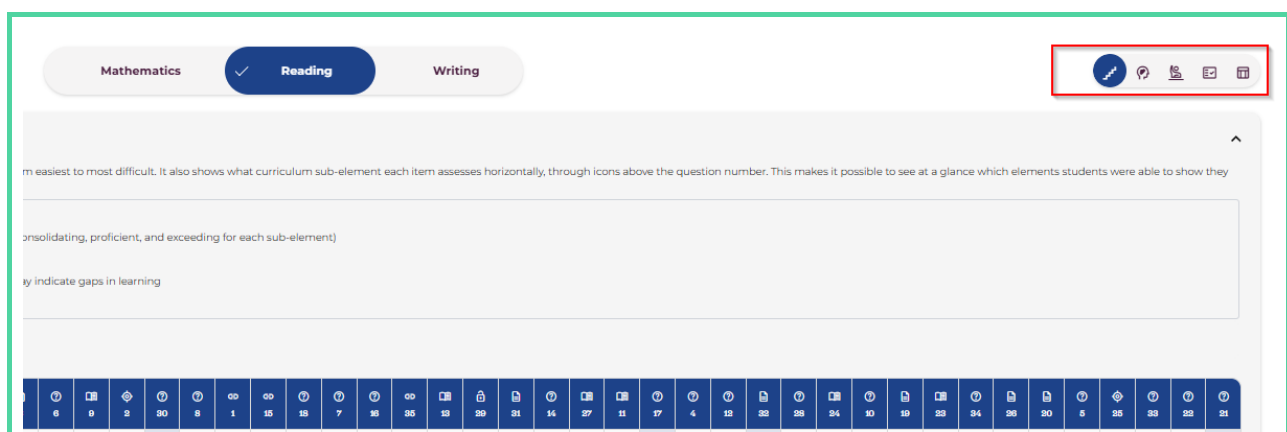
Reflection

When reviewing the scaled Guttman report, useful questions include

- Which students performed best in this assessment? Who did not perform as well?
- Which questions did most of the class answer correctly?
- Which questions did most of the class answer incorrectly?
- What patterns or groups do you notice around incorrect questions?

"Dot" report - detailed views

To access the Demonstrated Practices, Next Learning Focus (ZPD), and Gaps views, select these from the tab list on the right-hand side of your screen.



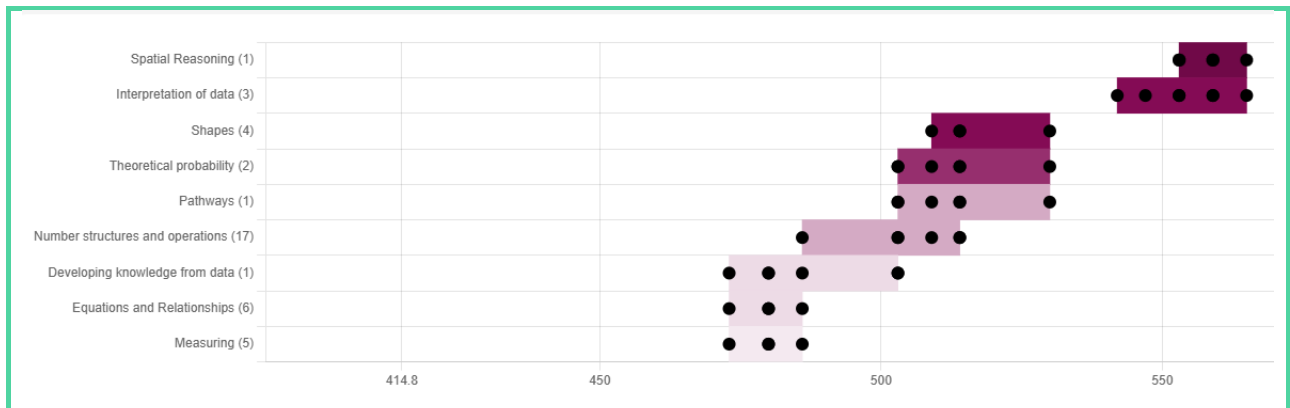
What each view shows

‘Demonstrated Practices’ view	Shows the elements/sub-elements for which students answered many questions correctly, representing practices they correctly performed independently during the assessment.
‘Next Learning Focus’ view	Highlights the learning that is just beyond what a student could do independently during the assessment. It indicates next learning steps that are likely to be achievable in the short-term with relatively low levels of additional support.
‘Gaps’ view	Shows elements/sub-elements that students found challenging in this assessment and may currently sit beyond their zone of proximal development (ZPD) — they may represent practices that students need higher levels of additional scaffolding and support to achieve.

Layout and Design

The elements and sub-elements have a bracketed number which is an indication of the number of questions allocated in the assessment.

The dot chart also has a hover function, showing the student's name and their scaled score. Each dot will represent a student (multiple if their scaled score is the same), while hovering over the general area will show all students within that horizontal bar.



The following set of three Dot reports are intended to provide teachers with information about what students can do, their next learning steps, and the support they may need to make progress.

These Dot reports highlight students where we have sufficient assessment evidence to provide meaningful insights about their demonstrated practices, identified gaps, and next learning focus. The reports are designed to show students where the assessment data can most reliably inform next steps in learning.

Therefore, not all students will be represented in these reports – for full data, please refer to a student's individual reports.

The full suite of reports provides valuable information such as scaled scores, progress descriptors, and assessment results which are rich sources of evidence to help inform teaching and learning.

Demonstrated Practices View

(Available for Maths, Reading and Writing)

This view highlights elements/sub-elements for which students answered many questions correctly, indicating the ability to perform these independently in this assessment. This then provides an evidence-based view of prior knowledge to build on when introducing new content.

The individual dots represent students who correctly answered questions for the sub-element.

Reflection

When examining this view, useful questions include:

- Which elements/sub-elements show strong understanding across the class?
- What practices appear secure enough to build on?
- Are there students who demonstrate a stronger grasp of skills than others in the class?
- Which practices could now be extended or applied in more complex contexts?

Next Learning Focus (Zone of Proximal Development) View

(Available for Maths and Reading)

This view highlights learning that is just beyond what a student could do independently during the assessment. It highlights next learning steps that are likely to be achievable in the short-term with relatively low levels of support.

SMART calculates a specific 'Next Learning Focus' range for students based on the available data, providing clear guidance for planning targeted instruction for specific groups.

This view on the data will help you:

- optimise progress by focusing on skills within each learner's specific 'Next Learning Focus' range or Zone of Proximal Development (ZPD)
- organise learning by identifying and grouping students who are well-suited for targeted instruction on the same curriculum elements/sub-elements
- enable collaboration through strategic peer or small-group teaching
- adapt teaching by providing scaffolding that reduces as student practices and skills increase.

Reflection

When examining this view, useful questions include:

- Which sub-elements appear most frequently in the ZPD of the class?
- Are clusters of students ready for the same next learning focus?
- Do any students show unexpected skills and knowledge, or gaps compared to my observations?
- What specific modelling, scaffolding, or guided practice will be most effective for these next steps?

Gaps View

(Available for Maths and Reading)

The Gaps view highlights questions students found challenging, indicating curriculum elements and sub-elements that they need high levels of additional scaffolding and support to achieve. This support should begin as soon as possible and be provided with enough intensity to close gaps before they get bigger.

The individual dots indicate gaps and help you spot where intensive extra practice or focused teaching is needed to set students up for success at this level. By hovering over the dots you will see each individual student and their scaled score, and by hovering over the coloured bar you will see all the students, their scaled scores and the difficulty rating for each sub-element.

This view of the data will help you:

- identify whole-class curriculum gaps for further instruction or review
- investigate puzzles or anomalies and consider external factors that may have influenced assessment outcomes
- identify where students may need explicit teaching or additional practice
- adapt instruction based on the nature of the identified gaps:
 - small, isolated gaps suggest students may simply need clarification or brief review
 - moderate gaps suggest students may benefit from targeted small-group instruction
 - foundational gaps suggest students require more intensive support.

Reflection

When examining this view, useful questions include:

- Which elements or sub-elements show whole-class curriculum gaps?
- What whole-class explicit teaching or additional practice is needed?
- Which students need extra scaffolding and support?
- What is the nature of the identified gaps?
- What adapted instruction would be the most appropriate to close the gaps as soon as possible?

Student Insights Report

To access an individual Student Insights Report, click on the student name where it appears in the list of any views above (detailed Guttman, Learning Gaps, Demonstrated Practices).

The screenshot displays a 'Student Insights Report' interface. At the top, a student's name is partially visible. Below the name are three cards representing different learning areas: Mathematics, Reading, and Writing. Each card shows a scaled score and a progress descriptor. Mathematics has a score of 562 and a descriptor of 'Consolidating'. Reading has a score of 760 and a descriptor of 'Exceeding'. Writing has a score of 152 and a descriptor of 'Developing'. Below these cards are three tabs: Mathematics (selected), Reading, and Writing. At the bottom of the interface is a 'Comments' section with a text input box and a '+ Add comment & sticker' button.

Learning Area	Scaled Score	Progress Descriptor
Mathematics	562	Consolidating
Reading	760	Exceeding
Writing	152	Developing

Features of the Student Insights report

- You can click on the icon at the top right of the report to **download a PDF**.
- Individual **scaled scores** for each assessed strand/learning area are displayed directly under the student's name. In the report shown above, there are scores for Reading, Writing and Maths. For Writing the scaled score will be set to zero for all students and the progress descriptor will be set to 'consolidating' regardless of raw score results. This is a placeholder until writing scaling is complete in future assessment windows.
- In Reading and Maths each student receives a **SMART-assigned progress descriptor** (Emerging, Developing, Consolidating, Proficient, or Exceeding) based on their scale score for this assessment.
- You can choose to produce an individual report for just one of the strands/learning areas (reading, writing, and maths) at a time. The active area will be highlighted in green.
- Under each area, there is a box where you can add personalised comments. You can choose to add a sticker from the bank of options to accompany your comment. This isn't required, but the empty sticker box will still appear if a comment has been written.
- Comments are limited to 300 characters (approximately 50 words) and can be written in either English or Te Reo Māori.

Skills section

Features of the skills section:

- The heading will automatically adjust to reflect the assessed area: reading, writing, and maths.
- The '*In this assessment, you showed that you can*' statements highlight the skills students demonstrated through their responses to the SMART assessment. They are auto-populated and based on the student's actual results.
- The '*Based on this assessment, your next learning focus*' statements align with the Next Learning Focus data to provide clear, actionable goals for each student. They are also auto-populated and based on the student's actual results.
- The writing report is linked to the score out of six for each criterion on the Persuasive writing rubric for the extended writing and the closed writing questions, rather than sub-elements, and details the skills demonstrated for each criterion and what the next learning focus will be.

Skills

In this Mathematics assessment, you showed that you can:

MEASUREMENT

- ✓ **Measuring**
work with measurement concepts. This may include using Pythagoras' theorem, finding the circumference of a circle, and using metric units appropriately.

NUMBER

- ✓ **Financial Mathematics**
work with financial maths concepts. This may include solving problems with simple interest and GST.
- ✓ **Number structures and operations**
work with number structure and number operation concepts. This may include working with ratio, rates, scientific notation and/or converting between fractions, decimals and percentages.

ALGEBRA

- ✓ **Equations and Relationships**
work with algebra concepts. This may include simplifying algebraic expressions, expanding and factorising single brackets, and/or forming and solving linear equations.

Based on this assessment, your next learning focus for Mathematics is to:

STATISTICS

- 🔗 **Developing knowledge from data**
work with statistics concepts. This may include calculating the five-point summary.
- 🔗 **Visualisation of data**
work with statistics concepts. This may include working with multiple data visualisations.

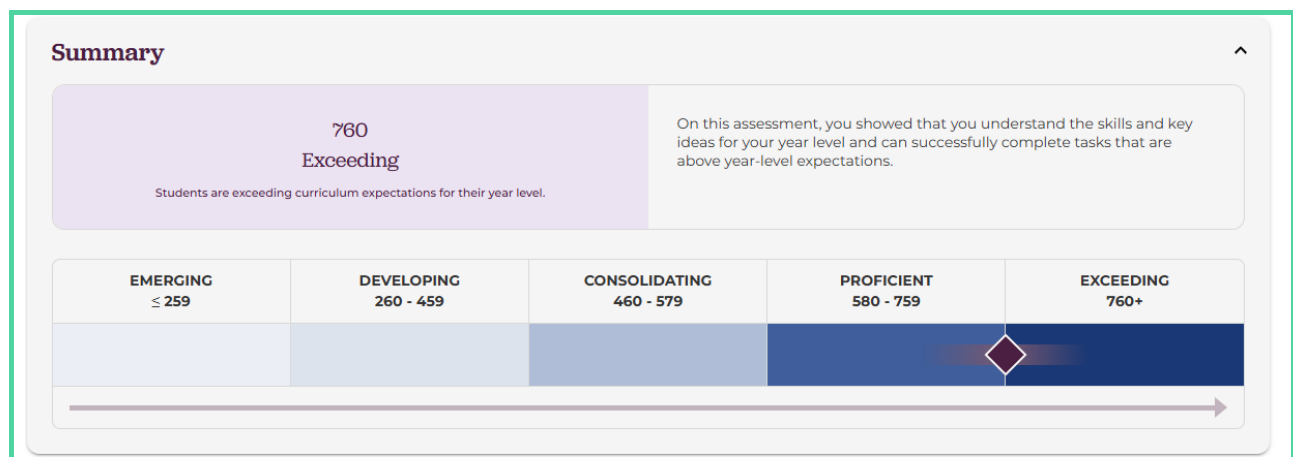
GEOMETRY

- 🔗 **Spatial Reasoning**
work with spatial reasoning concepts. This may include representing 3D shapes from nets and plan view drawings.

PROBABILITY

- 🔗 **Experimental and theoretical probability**
work with probability concepts. This may include systematically listing outcomes for the sample space.

Summary section



- The individual's **SMART scaled score** is presented above their assigned progress descriptor.
- A **horizontal scale** displays all five progress descriptors and their corresponding SMART scale ranges.
- A **diamond icon** indicates the student's calculated position within their current progress level descriptor, providing a clear visual of where they sit on the continuum.
- As at the top of the report for Writing, the scaled score will be set to zero for all students and the progress descriptor will be set to 'consolidating' regardless of raw score results. This is a placeholder until writing scaling is complete in future assessment windows.

Assessment Results Section

Question	Element	Sub-element	Question Name	Question Difficulty	Result	Next Focus
1	Number	Number structures and operations	Number Structures and Operations 1	▲	✓	🔍
2	Number	Number structures and operations	Number Structures and Operations 2	▲	X	🔍
3	Number	Number structures and operations	Number Structures and Operations 3	▲▲	X	
4	Geometry	Shapes	Shapes and Geometry 1	▲▲	✓	
5	Number	Number structures and operations	Number Structures and Operations 4	▲▲	X	
6	Number	Number structures and operations	Number Structures and Operations 5	▲▲▲	X	
7	Number	Number Structures	Number Structures and Operations 6	▲	X	🔍
8	Geometry	Spatial Reasoning	Spatial Reasoning and Geometry 2	▲▲▲	X	
9	Geometry	Spatial Reasoning	Spatial Reasoning and Geometry 3	▲▲▲	✓	
10	Number	Number structures and operations	Number Structures and Operations 7	▲▲▲	X	
11	Measurement	Measuring	Measuring and Geometry 4	▲▲	X	
12	Measurement	Measuring	Measuring and Geometry 5	▲▲	X	
13	Algebra	Equations and Relationships	Equations and Relationships 1	▲▲	✓	
14	Algebra	Equations and Relationships	Equations and Relationships 2	▲▲▲	X	
15	Number	Number structures and operations	Number Structures and Operations 8	▲	✓	
16	Number	Rational Numbers	Rational Numbers and Operations 1	▲	✓	🔍
17	Geometry	Pathways	Pathways and Geometry 3	▲▲▲	✓	

Features of the assessment results section:

- The **Question** column Lists the question numbers in the order they appeared in the assessment.
- The **Element** column identifies the curriculum element addressed by each question.
- The **Sub-element** column identifies the specific sub-element for each item.
- The **Question Name** column provides information about what the question asked. Reading question names begin with the name of the text.
- The **Question Difficulty** column indicates the challenge level of each question relative to students at their respective year level.
- For Writing, the results column will have the scores out of six for the rubric criteria per item, as well as a tick for any of the writing questions the student got correct.

Assessment Results						
Question	Element	Sub-element	Question Name	Question Difficulty	Result	Next Focus
1	Writing processes	Revising and editing	Writing Question 1	▲	✓	
2	Composition	Content	Writing Question 1	▲	3/6	
	Composition	Conventions	Writing Question 1	▲	4/6	
	Composition	Focus	Writing Question 1	▲	5/6	
	Composition	Organization	Writing Question 1	▲	6/6	
	Composition	Style	Writing Question 1	▲	6/6	
3	Writing processes	Revising and editing	Writing Question 2	▲	✓	

Why some data might not appear in reports

SMART operates differently from previous tools (including e-asTTle), with a fixed assessment window to ensure results can be processed consistently for reporting. For the Term 2 assessment window, all assessments needed to be fully marked and submitted by 6pm on Friday 22 May.

Where responses remained flagged, partially uploaded, or in 'Pending Review', further marking was required for the attempt to be recorded. If this step was not completed before the window closed, the attempt was automatically withdrawn and is not included in reporting. Automated marking helps reduce workload, but recording results still relies on teacher review, professional judgement, and submission within the assessment window.

Only assessments that were reviewed and submitted within the window are available. Withdrawn attempts do not appear, as there are no confirmed marks.

We recognise this was the first assessment window for many schools using SMART, and that working with a new system and process takes time. There may be frustration where assessments were administered but not finalised before the deadline.

We expect this to become more straightforward as schools become familiar with the assessment window, and Term 4 will provide a further opportunity to apply the process with more confidence.

We are also making updates to improve the user experience, including reporting, in response to what we've learned and feedback we've heard from this assessment window.