PAT Tuhituhi | PAT Writing

Assist guide

This guide (Version 2.2) outlines the use of PAT Tuhituhi assessment on the NZCER Assist platform.

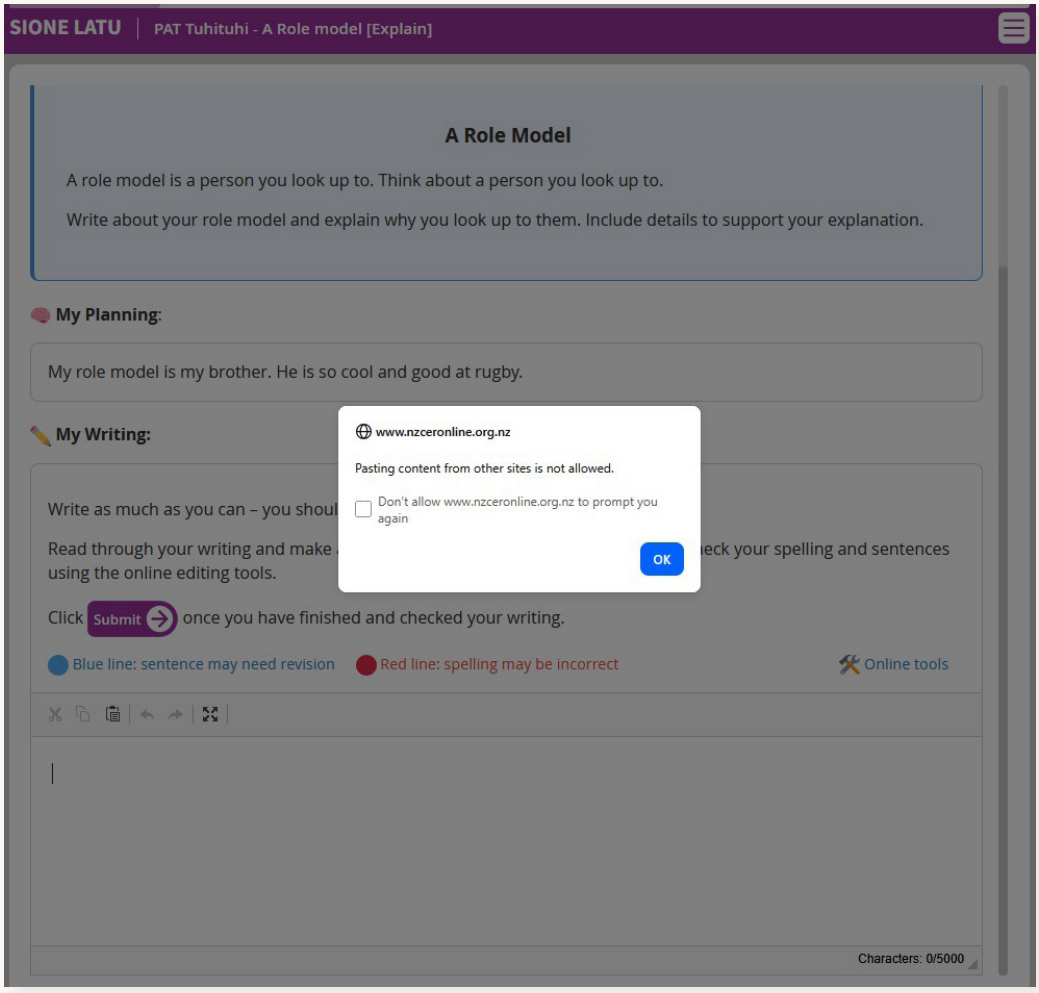
PAT
PROGRESSIVE ACHIEVEMENT TEST

NZCER
Rangahau Mātauranga o Aotearoa

Updates – May 2026

The NZCER team has been working hard to improve our new writing tool for kaiako and ākonga around Aotearoa. This includes improvements to reporting and scoring information for student writing. Here is a summary of the latest improvements we've made for PAT Tuhituhi:

- **Updated copy and paste behaviour:**
  - Students can no longer copy and paste into the Writing screen from external pages.



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Background

PAT Tuhituhi is an online, standardised writing assessment for ākonga from Year 5 to Year 10. It aligns to the English learning area of the New Zealand Curriculum, as well as to aspects of the NCEA co-requisite in literacy.

Please see our PAT Tuhituhi | PAT Writing webpage for more information and the latest news about our PAT Tuhituhi developments and updates.

Key resources

- **Aratohu kaiako (Teacher guide) for PAT Tuhituhi available here**
  Rubrics now available: **Persuasive** | **Narrative** | **Recount** | **Explain**

- **Background information: Introducing PAT Tuhituhi**
  Students submit written responses **through our NZCER Assist platform**, and automated marking provides teachers with immediate scoring and feedback. This draws on a set of genre-specific rubrics adapted specifically for the Aotearoa context.

Features of PAT Tuhituhi

- A standardised writing assessment, enabling schools to better measure ākonga progress in this critical aspect of their literacy
- Fully automated marking, saving kaiako significant amounts of time and minimising the potential for bias
- Content and design developed by NZCER with an equitable focus, ensuring all ākonga are reflected in the assessments
- 100% available online and easy to administer through our NZCER Assist platform
- Reflects a range of writing genres across the New Zealand Curriculum
- Includes relevant editing tools for ākonga
- Aligns to the English learning area of the new curriculum, and aspects of the NCEA co-requisite for literacy

What does PAT Tuhituhi assess?

PAT Tuhituhi assesses students' ability to produce extended writing in a specific genre – selected by the teacher from persuasive, narrative, recount or informative writing. These genres map directly onto what available data suggests are the most prominent genres of writing taught in Aotearoa New Zealand.

The assessment evaluates how well students communicate ideas for a given audience and purpose, using appropriate structure, language, and writing conventions. Each genre is assessed using a tailored rubric covering focus, content development, organisation, language use, and mechanics.

Within each rubric, each of these categories is tailored further for each genre. For example, in the 'content development and elaboration' domain, the narrative writing rubric focuses on students' ability to employ appropriate narrative techniques and vivid descriptive details, while this domain in the persuasive writing rubric focuses on students' ability to provide specific evidence to support their claims.

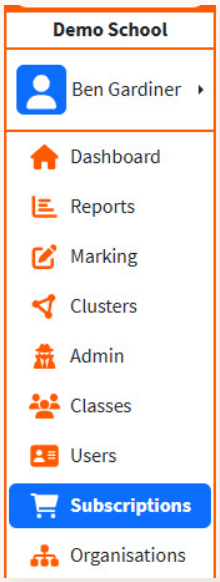
Automated marking for PAT Tuhituhi

NZCER has collaborated with Vantage, an organisation that provides educational measurement software, to develop the automated marking system that is a part of PAT Tuhituhi.

Vantage provided NZCER with a set of rubrics for marking writing samples, and with a library of prompts that these rubrics had been trained on. In turn, NZCER worked with local experts to review and update these prompts and rubrics to suit the Aotearoa context, with a strong equity focus. NZCER has also conducted significant work to train the scoring models on New Zealand data.

When ākonga submit a piece of writing, it is automatically marked by the Vantage system, with results delivered through NZCER Assist. Automated marking is regularly monitored by NZCER's assessment experts.

Subscribing to PAT Tuhituhi



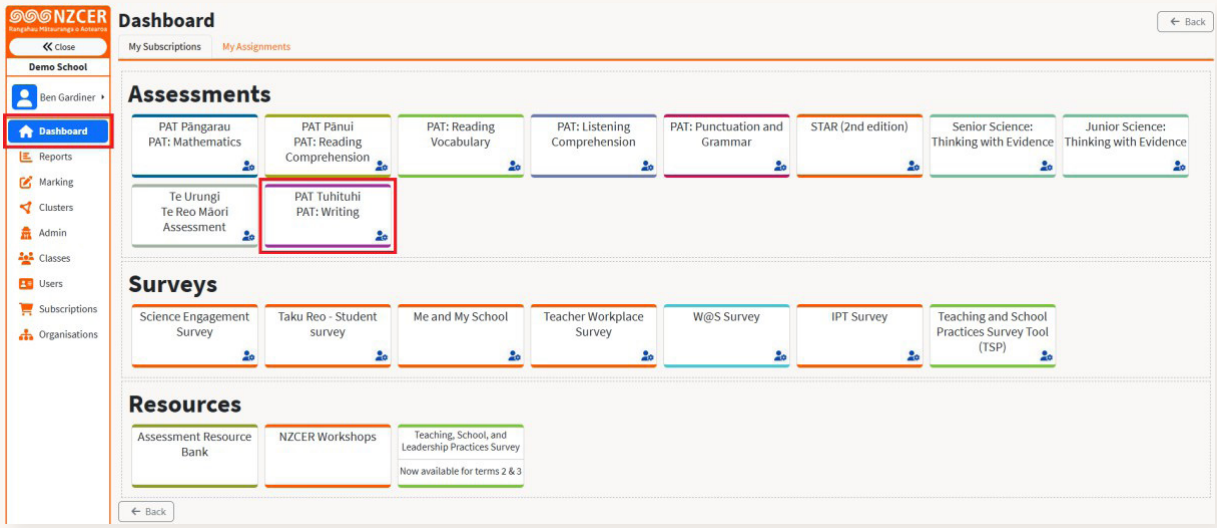
Subscribe to PAT Tuhituhi by going to the Subscriptions page in NZCER Assist.

PAT Tuhituhi | PAT Writing is listed alongside our other PAT assessment products.

Please note there is a $3.50 per assessment, per student fee for online assessments. This information is also displayed on the subscription page.

Once you have subscribed for PAT Tuhituhi you can begin to create assessments and assign students

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Creating PAT Tuhituhi assessments

As of term 3, 2025 PAT Tuhituhi assessments need to be created manually. We will be adding PAT Tuhituhi to our SMS upload feature ahead of term 4, 2025.

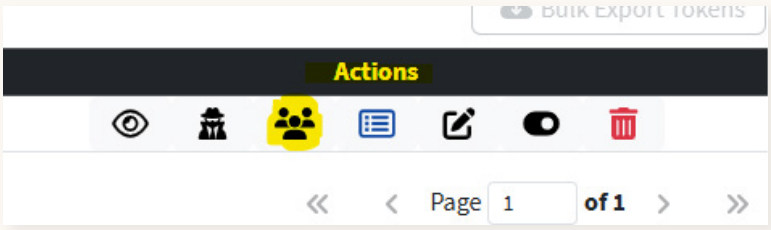
To create assessments

1. Click on **Dashboard** then select **PAT Tuhituhi**
2. Click on the blue **+ Create Assessment** button in the top right-hand side of the screen.

Table 1: Recommended PAT Tuhituhi assessments for each year level

Year levels	Recommended assessments	Writing genre
5, 6	Feeling proud	Recount
5, 6	Day as a bird	Narrate
5, 6	Kaitiakitanga: Looking after our world	Explain
5, 6	Favourite place	Persuade
7, 8	Whānau and friends	Recount
7, 8	Getting home from the middle of nowhere	Narrate
7, 8	A role model	Explain
7, 8	Recycling in the community	Persuade
9, 10	A special day	Recount
9, 10	Time machine	Narrate
9, 10	Family traditions	Explain
9, 10	Cell phones in schools	Persuade

3. Under **Type** select the desired PAT Tuhituhi writing task (see Teacher guide and the image below for information on tasks and year level recommendations.
4. Add a **Name** for your assessment and select your (term) **Period**. Then click **Create.**
5. You will be returned to the PAT Tuhituhi screen, and your assessment/s will be displayed in a table.
6. Click on the **Manage Learners** icon under the Actions section of the Assessments Table

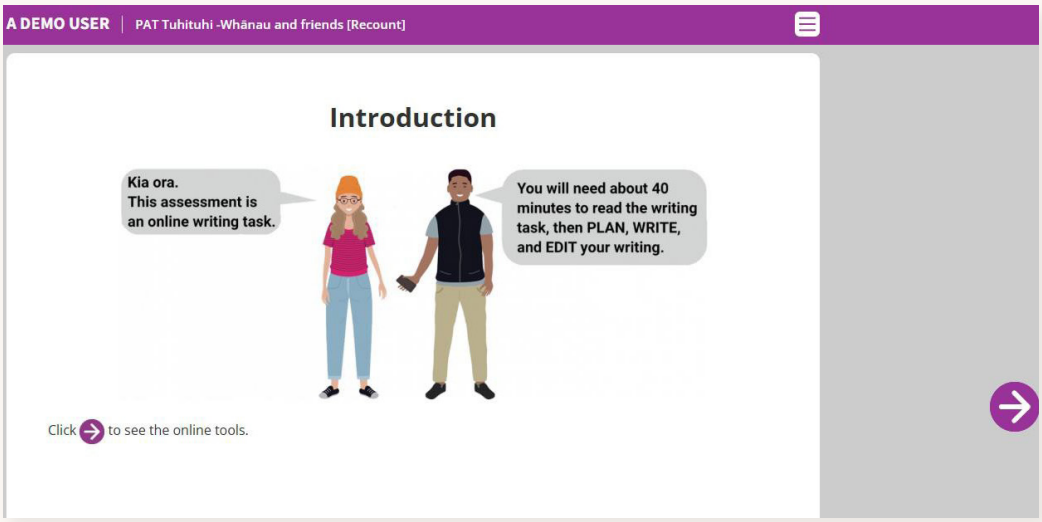


7. Click on the blue **Add Users** button and you will see a list of all learners you have access to within NZCER Assist (School Admins see ALL learners, Teachers only see learners they are linked to via Classes).
8. You can use the filter options on the **Add Users** screen to easily select all learners within a specific class and/or year level. You can then select all displayed learners and add them in bulk to the assessment.
    a. **TIP** – At the bottom of the screen you can change the page size view to show 15 (default view) or more learners onscreen.
9. Once you have added learners to your assessment, click **Back** and you will return to the assessment screen. Your selected learners will be displayed along with their unique assessment token.
10. You can select learners singularly or in bulk and use the Export Tokens button at the top of the screen. You can export tokens in PDF or CSV format.
    a. **TIP** – Once you have created assessments you can click on Preview assessment (eye icon).

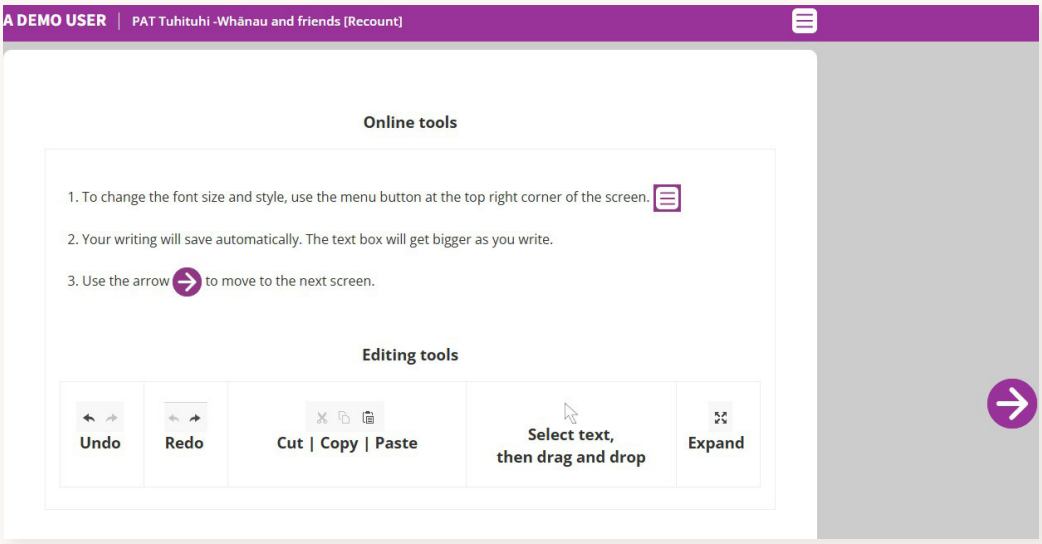
Sitting a Tuhituhi assessment

The following images outline the student experience when sitting a Tuhituhi assessment.

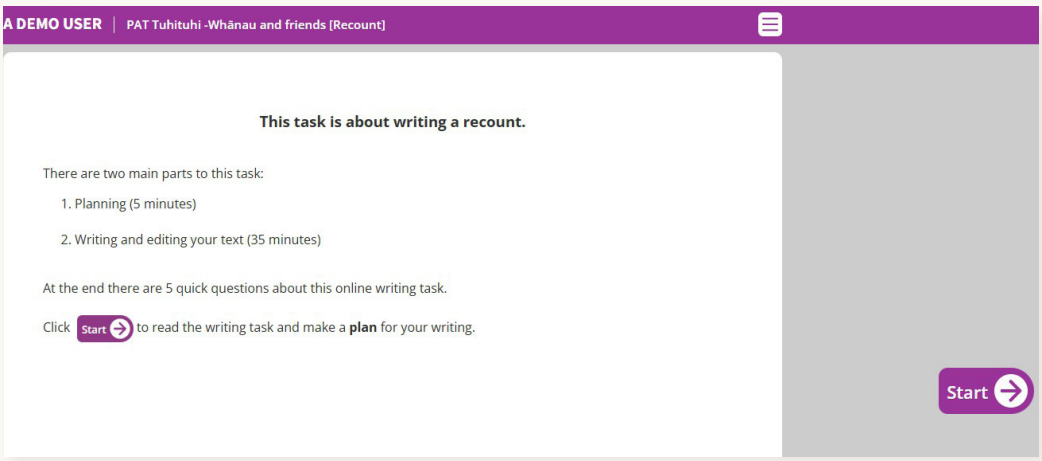
Once students have progressed beyond the name confirmation screen, they see the **Introduction** screen.



The next screen displays the **Online Tools** that students can use during their online writing experience.

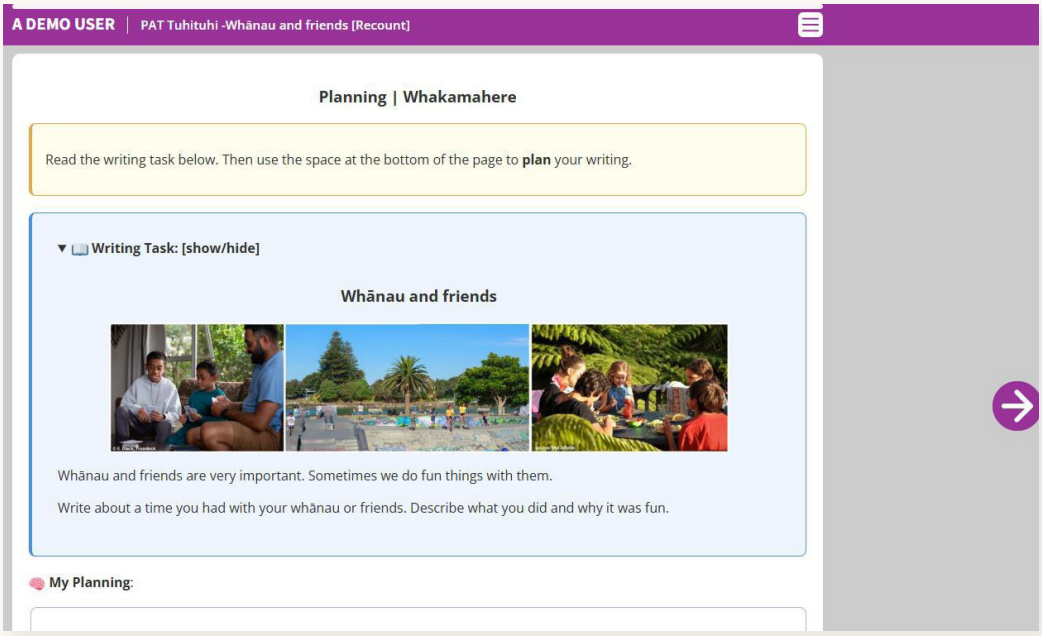


Students then see the outline of the **Task** and the recommended time to complete their writing. Please see our Teacher guide for more detailed information about preparing your students for their writing assessment.



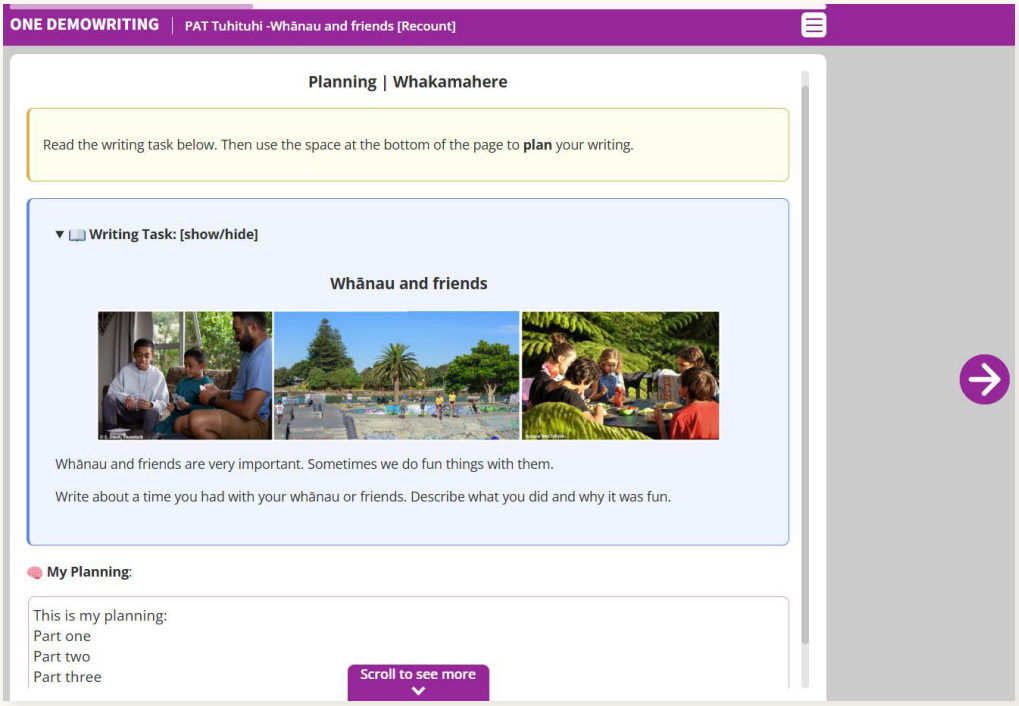
Once students click **Start,** they will move to the **Planning** screen. This screen displays the writing task and has a space for students to write planning content as desired.

Writing on the Planning screen is not scored by NZCER Assist.

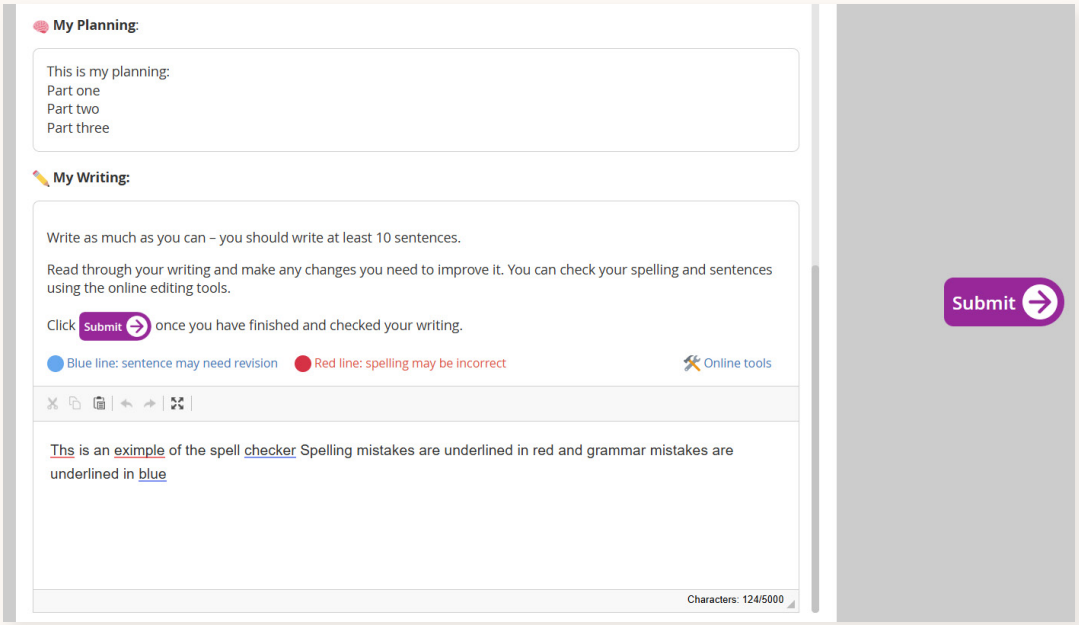


The next screen is the **Writing and Editing** screen. This is where students complete the writing that will be scored by Assist. The first image below shows the top of this screen.

Where the writing task is repeated and any writing from the previous screen is displayed under **My Planning**.

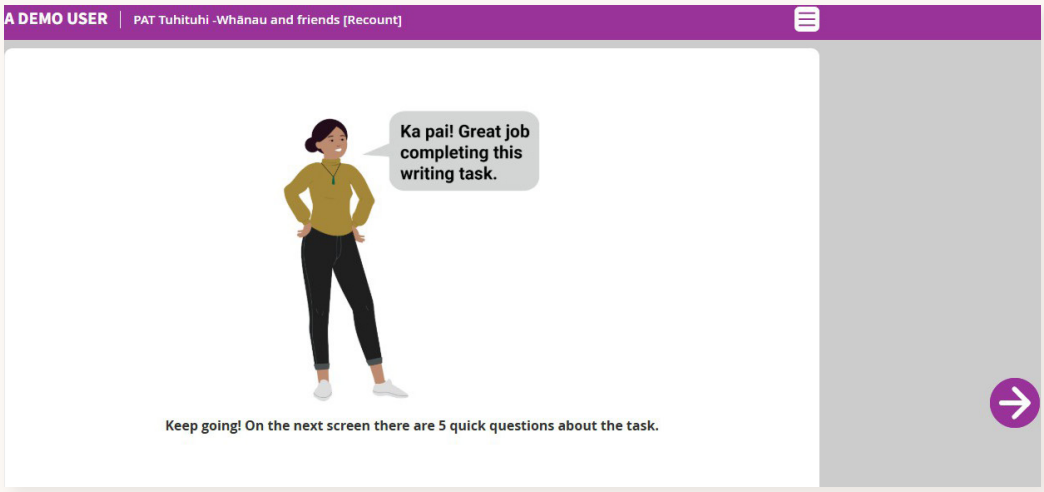


Below the **My Planning** section is the **My Writing** section where students complete the writing that will be scored. There is supporting information to encourage students to write at least 10 sentences and to highlight **spell check and grammar** behaviour and **Online Tools** they can access.

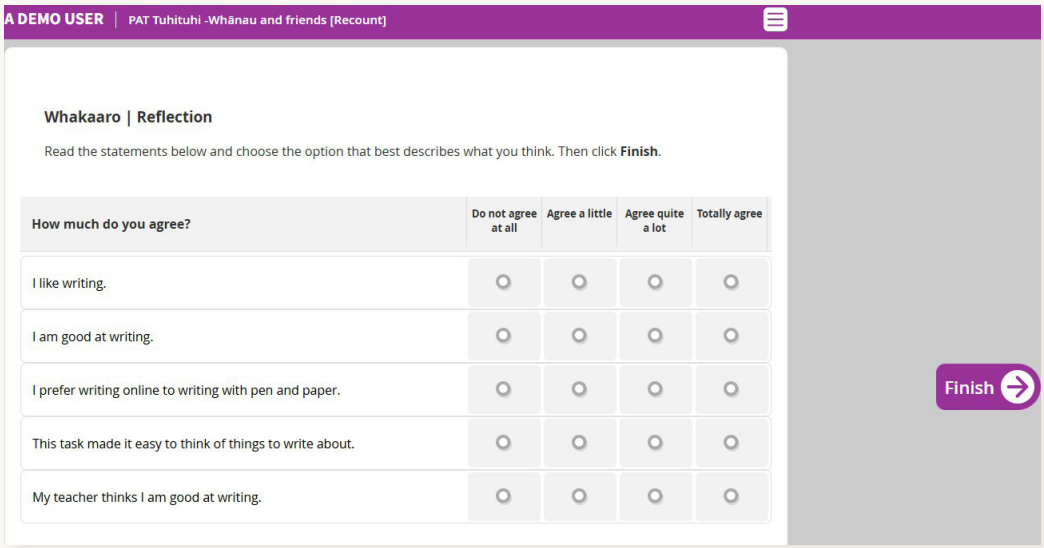


Writing is autosaved and there are pop up prompts in the event a student attempts to close their web browser before submitting their writing.

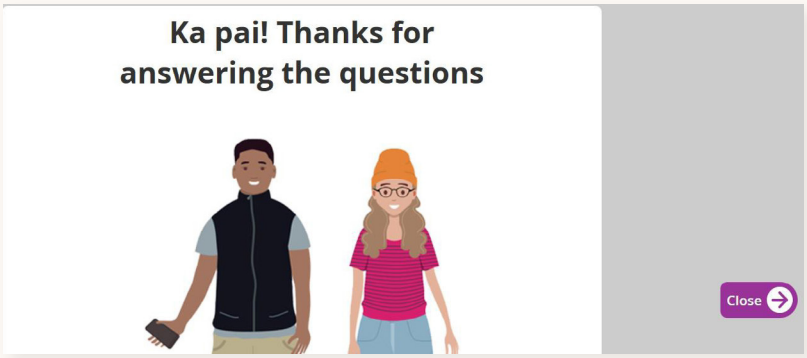
After submitting their writing students see a Ka pai/affirmation screen



Before finishing the online assessment, students are asked to respond to five reflection questions about their writing. This data is displayed in individual reports for each student



Once the student has clicked **Finish** the assessment is completed. If the student closes their browser before clicking **Finish** their response will not be scored.



Understanding the autoscoring process

When a student response is **Finished** it is checked in our NZCER Assist platform before being sent for autoscoring. The first step in this process is checking if the written response is **Too Short for scoring**.

Our current definition of **Too Short** (for scoring) is one or more of the following conditions.

- Fewer than three complete sentences
- Fewer than 50 words
- Fewer than 3 elements of punctuation

If a written response is considered **Too Short** for scoring it will not be sent for autoscoring, and the response will be tagged for review on the **Rubric List report**.

Under the **Actions** screen you can reopen a token for a **Too Short** response. The student can re-enter their token and return to the **Writing and Editing** screen to continue with their writing. There is also the opportunity to set the response as **Confirm Unable to be marked** if you do not want the student to revisit their writing task.

If a piece of student writing can be sent for scoring, there are two possible outcomes.

1. Successful **Autoscored** result
2. **Needs Review** result

In both outcomes scores are provided for each rubric element. However, a **Needs Review** result requires action by a School Admin or Teacher user in Assist. This sees the School Admin or Teacher accessing the **Manage Marking** screen and manually marking the response or setting it as **Confirm Unable to Mark**.

Any **Needs Review** outcome will have a Comment to tag the issue with the written response (as detected by our autoscoring process). **Please note that an autoscore will be displayed for these responses.** Assist users can choose to accept the autoscore when reviewing the response.

The possible Needs Review comments are:

- **Off-Topic** – writing does not align with the writing task
- **Repetitious** – writing is repetitious
- **Unknown words** – writing contains too many unknown words
- **Insufficient development** – writing has inadequate development
- **Bad syntax** – writing contains major syntax problems
- **Copied question** – writing substantially copied the writing task

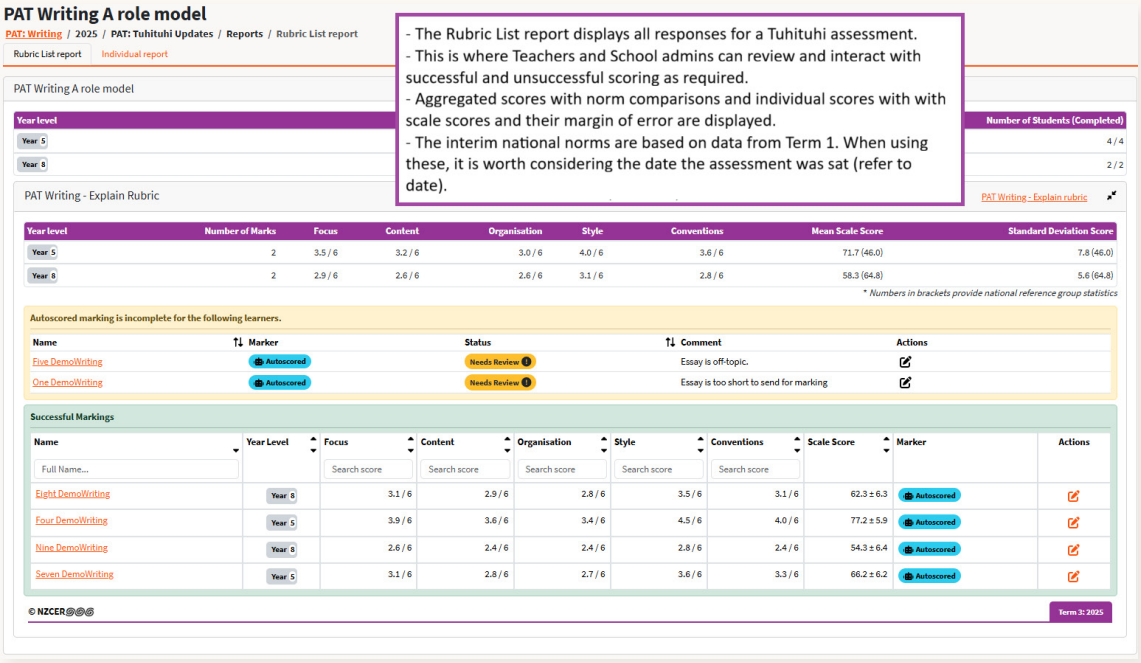
We will be monitoring autoscoring and unsuccessful autoscoring events and working with our scoring provider to identify issues. As we gather more student data and analyse where and how schools have manually marked, or updated autoscoring marks, we will be able to improve autoscoring performance.

Rubric List Report

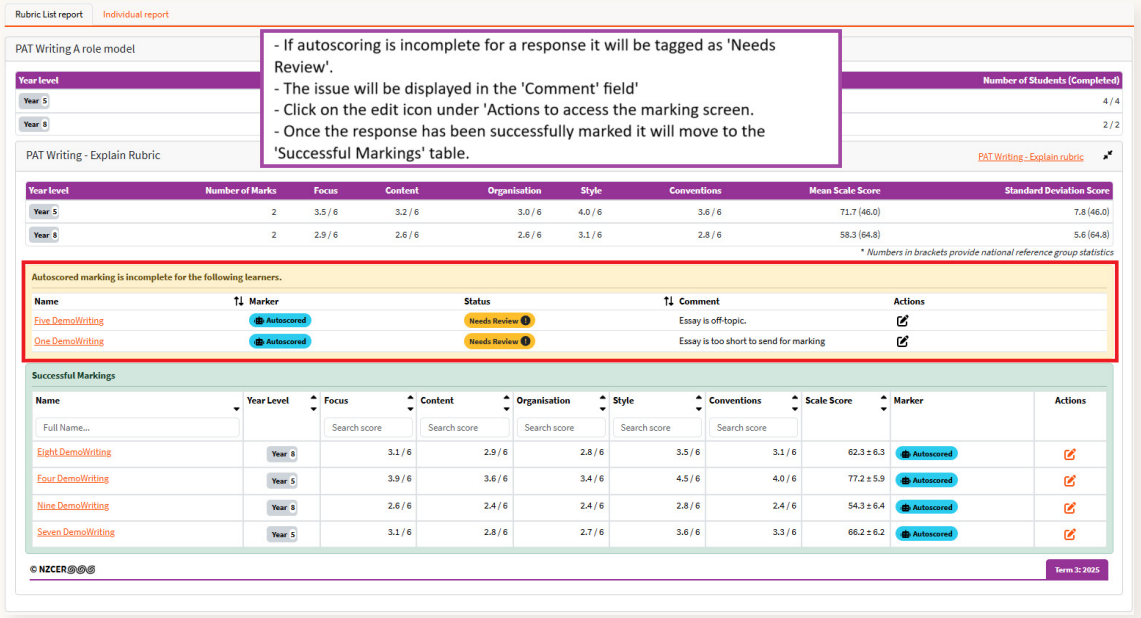
The Rubric List report displays all completed student responses within an assessment along with a description of their status.

The report includes summary statistics on writing scores across the five elements (Focus, Content, Organisation, Style, Conventions) and an overall mean score.

The **Successful Markings** table contains responses that have been successfully autoscored or manually scored.



If there is an issue with a response an additional table will be displayed. Assist users can click on **Actions** to enter the marking screen to make decisions on writing that **Needs Review.**



Manage Marking Screen

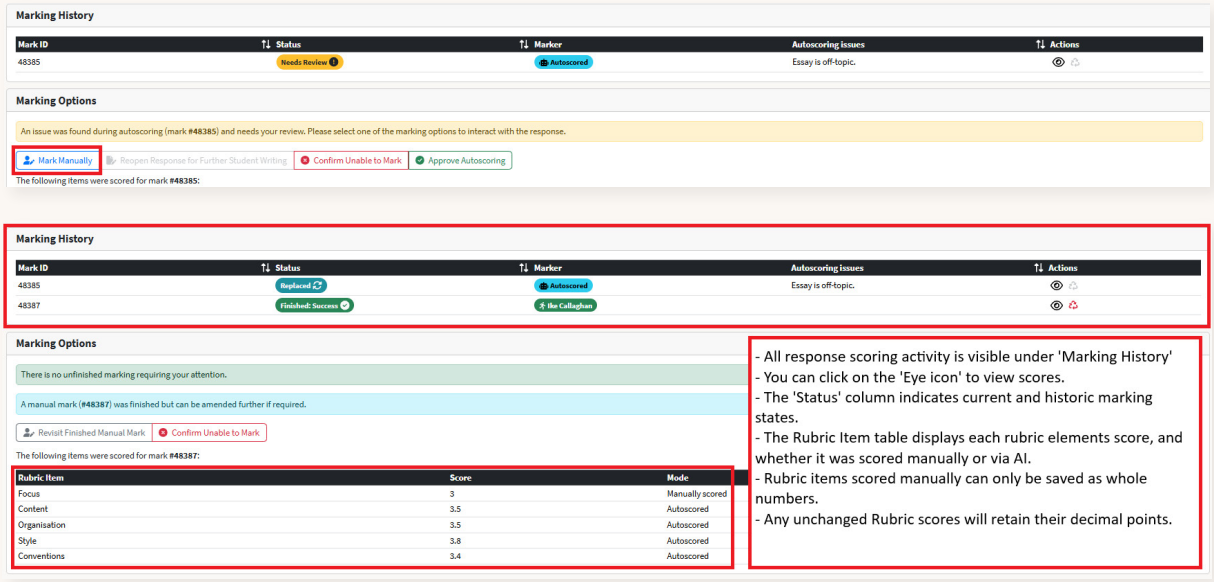
The **Manage Marking** screen displays key information about the student, their writing task and their submitted written response. This is where responses can be **Marked Manually** if necessary**.**

The **Marking History** table displays any marking actions for this response. Clicking on the eye icon under **Actions** will let you access the scoring screen for each response. **Status** and **Marker** columns indicate the status of each mark and who completed the action (Autoscored or an Assist user from the school).

The **Marking Options** area provides feedback on whether action is required and displays what actions the Assist user can complete for the response.

Any manually scored mark can be updated via the **Revisit Finished Manual Mark** button. Responses can also be set as **Confirm Unable to Mark**. We are aware that some written responses may be inappropriate and/or concerning and require

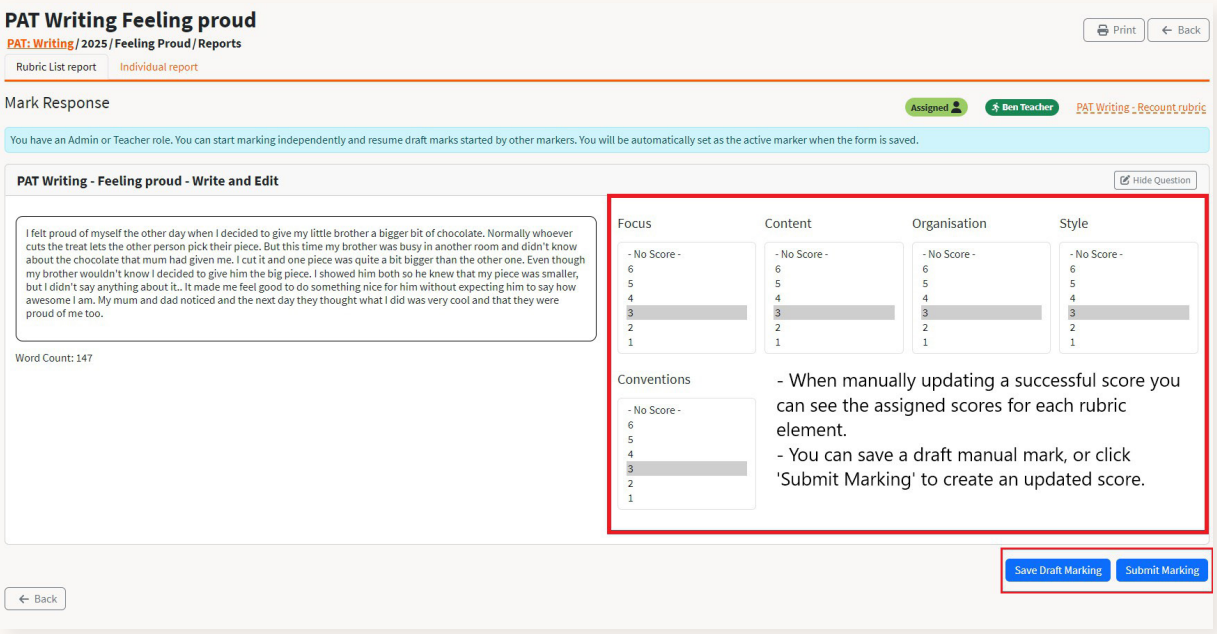
intervention or possibly deletion from NZCER Assist. If you encounter any concerning writing and need support with managing this within NZCER Assist, please contact our Assessment Services team.



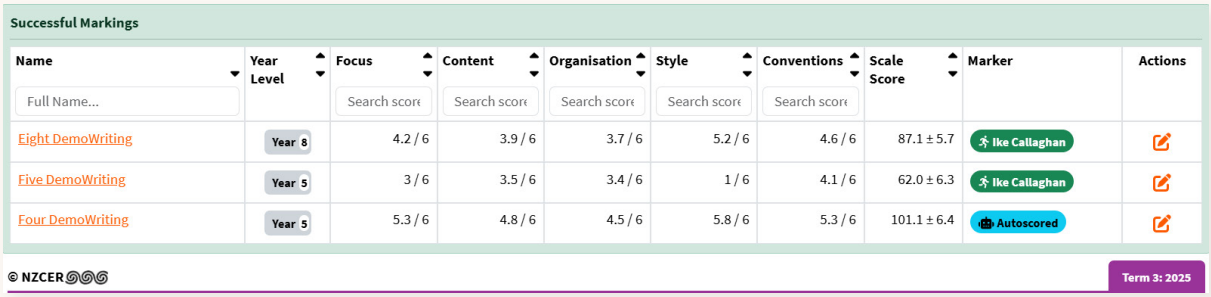
Manual Mark Screen

When **Marking Manually** you will see the following screen. It displays the submitted written response and any autoscoring that has been applied. Whenever a response is autoscored (either a **Successful** or **Needs Review** outcome) it will receive scores for each rubric element. These are displayed by shading in the scoring section.

When Marking Manually you can amend any of the existing scores and can save the mark as a draft to complete later. If you save a draft mark, it will be displayed in a **Manual Marking is incomplete** table in the **Rubric List** report (see second image below).



When a manual mark is completed (or an existing mark is manually updated) it will be moved to the **Successful Markings** table.



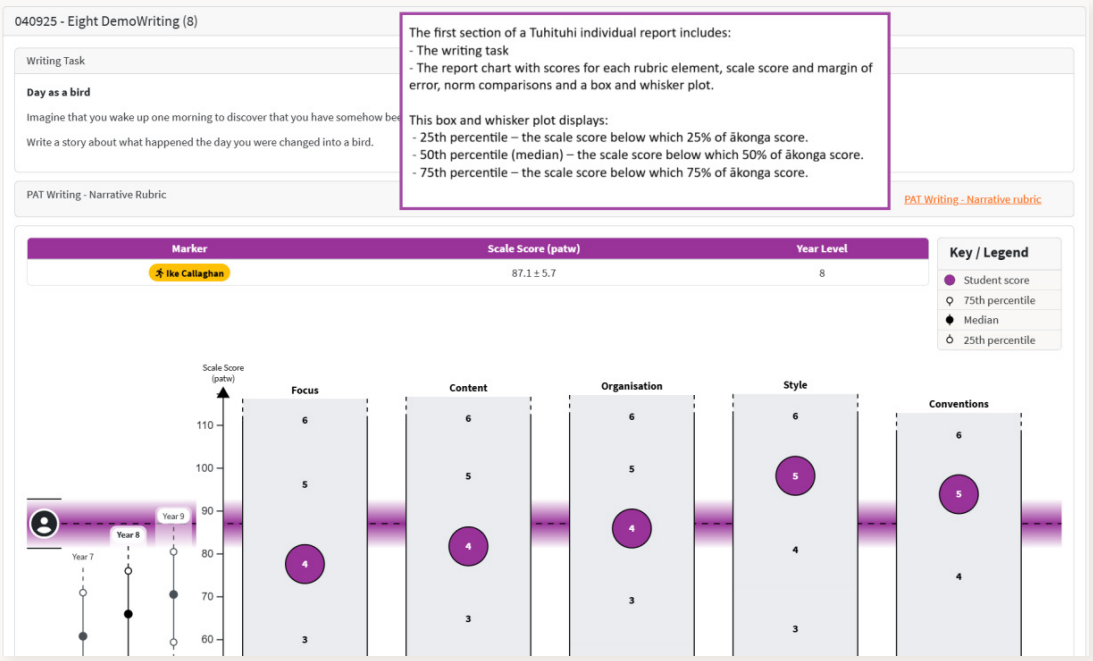
Individual report

The Individual report for PAT Tuhituhi contains a number of components that can be displayed or hidden using the toggle feature in the right-hand filter menu.

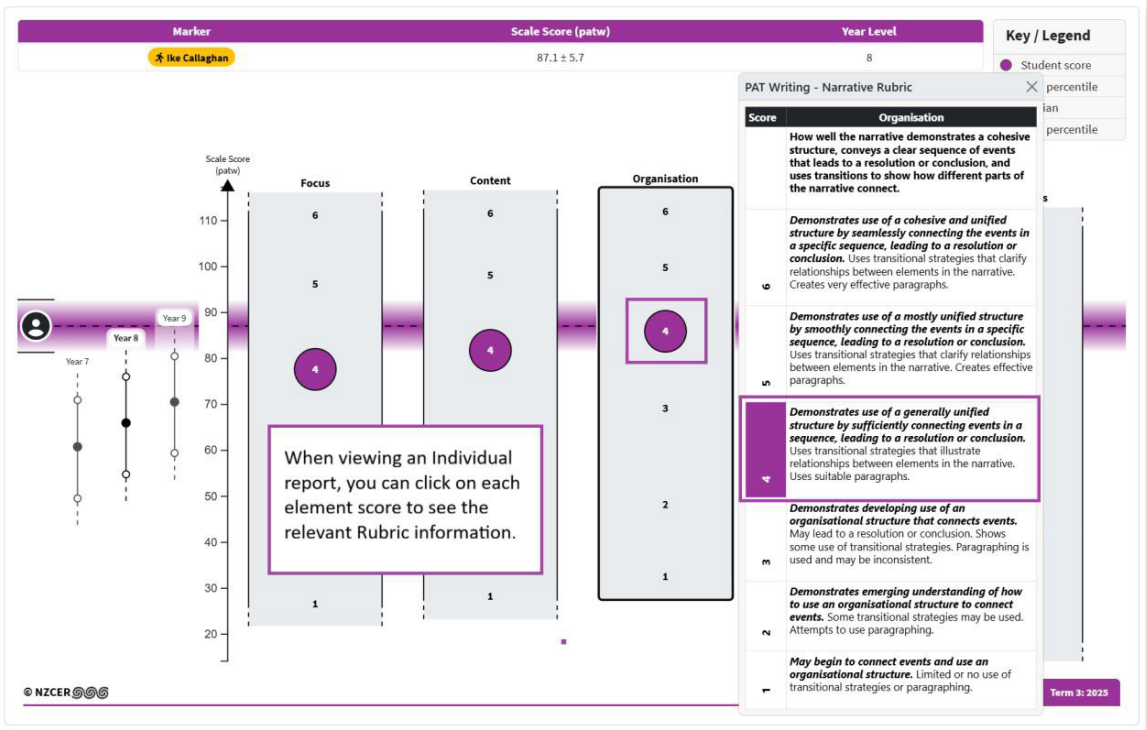
The first section displays the assessment (task), assessment name, student name, and the writing prompt.

The second section displays the prompt genre and has a link to view/download a pdf copy of the marking rubric.

The chart below displays the five rubric elements and scores (1-6). In the chart header you can see who the **Marker** was (Autoscored or the Assist user who manually marked the response) as well as the overall score and Year level information.



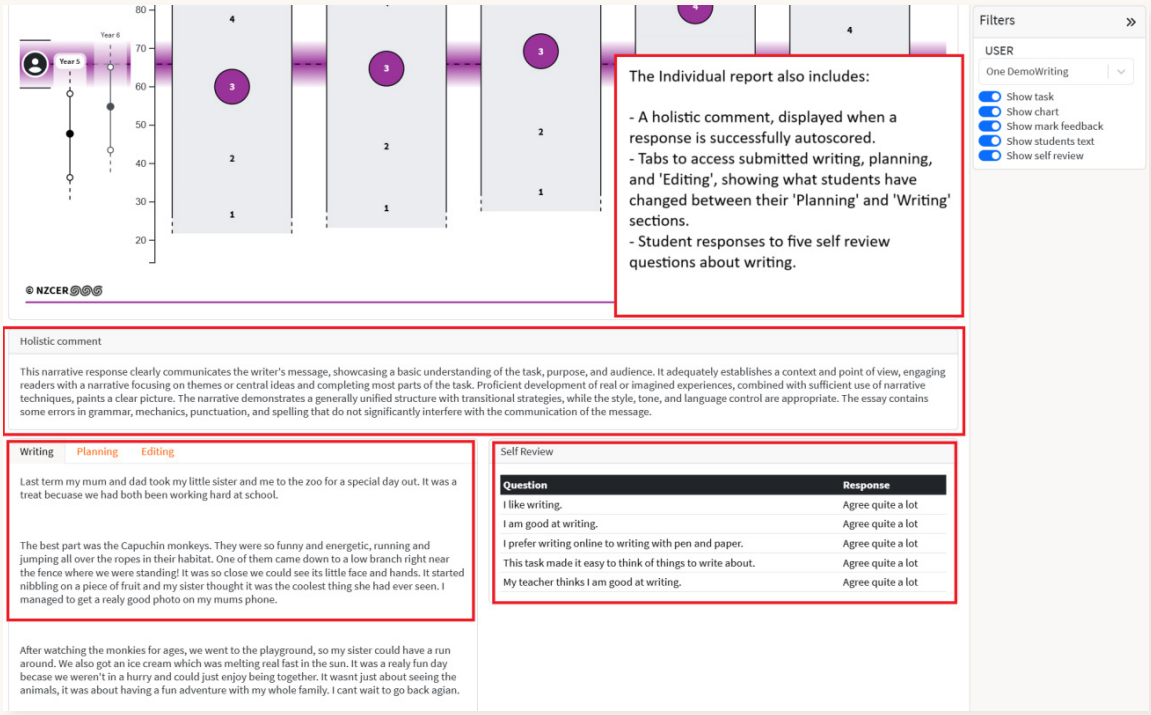
You can click on a rubric element to view a pop-up with details about the selected element. It will display the rubric information for that element and the student's score.



The final section of the Individual report includes the **Holistic comment** (supplied as part of autoscoring),

It also has three tabs that display the **Writing**, **Planning**, and **Editing** activity of the student**.** The **Editing** tab shows a track change view and allows you to see how students edited and/or made use of the online writing tools when crafting their writing.

The final section displays the five **Self Review** questions that students complete at the end of their PAT Tuhituhi assessment.



Notes on reporting changes

Scale Scores

- The scale score shows the overall achievement for the ākonga across all rubric elements; it is displayed as a range. This range reflects the precision of the PAT Tuhituhi assessment
- In addition to the scale score, ākonga achievement is reported against the rubric for this writing genre. This takes the form of 5 scores between 1 – 6 against Focus, Content, Organisation, Style, and Conventions.

National Norms and Percentiles

- The scale score is displayed beside interim national norms. These interim national norms show the distribution of writing achievement for ākonga in the relevant year levels. The norms are displayed showing:
  - 25th percentile – the scale score below which 25% of ākonga score
  - 50th percentile (median) – the scale score below which 50% of ākonga score
  - 75th percentile – the scale score below which 75% of ākonga score
- The interim national norms are based on data from Term 1. When analysing Tuhituhi data it is worth considering the time of the year that the assessment was sat.
- Year level norms were updated in Term 1 2026.
- The presentation of Tuhituhi national distributions of achievement according to percentiles (rather than Stanine reporting) better reflects the precision with which the tools measure.

Updates – September 2025

- **Rubric list report:**
  - Rubric list scores are now displayed with decimal values for autoscored results across the writing elements.
  - Overall score has been replaced with scale score information.
  - Individual scores now display scale scores and margin of error.
  - Aggregated scale scores are now displayed alongside national norms.
- **Individual report:**
  - Individual reports now display national norm comparisons on the left side of the chart.
  - These comparisons now include box and whisker plots, with percentiles for each year group.
- **Notes on reporting changes:**
  - Please review the section linked above for more information related to the recent reporting changes.

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