

He aratohu mā te kaiako Teacher guide

PAT Tuhituhi Te Pihinga **PAT Writing Foundation**

This guide is intended to assist kaiako in
the use of the PAT Tuhituhi Te Pihinga
paper assessment

The PAT Tuhituhi Te Pihinga is available online through NZCER Assist (<https://www.nzcerassist.org.nz/login>).

For questions or advice

E-mail assessmentservices@nzcer.org.nz or call Assessment Services on (04) 802 1630

For support with school-wide data

E-mail educationadviser@nzcer.org.nz or call Education Advisers on (04) 802 1386

Kupu whakataki | Introduction

PAT Tuhituhi Te Pihinga | PAT Writing Foundation, referred to in this guide as PAT Tuhituhi Te Pihinga, is a Progressive Achievement Test of Writing for ākonga in Years 3–4. It is a paper-based writing assessment designed specifically for use in Aotearoa New Zealand. The assessment provides ākonga with opportunities to write extended texts for a range of curriculum-aligned purposes. It provides kaiako with meaningful data and feedback focused on where ākonga are (their position) and how far they have come (their progress) in their journey to becoming competent and confident writers. When interpreted alongside other forms of writing evidence, PAT Tuhituhi Te Pihinga can provide a comprehensive picture of learners' early writing capabilities.

PAT Tuhituhi Te Pihinga builds on the development of PAT Tuhituhi Years 5–10. It takes the same holistic approach to assessing extended writing, whilst using an adapted PAT Tuhituhi rubric and a paper-based assessment mode. These decisions have been made because PAT Tuhituhi Te Pihinga focuses on younger writers.

Central to the development of this assessment has been our commitment to equity, robust assessment development, and the kaiako and ākonga who this assessment serves. It is vital that individual ākonga who sit both PAT Tuhituhi Te Pihinga and PAT Tuhituhi Years 5–10 are supported to engage in a valid assessment and that the results can be used by kaiako to guide and enhance learning, affirm ākonga identities, and uphold ākonga wellbeing.

This guide begins with a short explanation of equity and assessment. It describes the background to the assessment development and provides information about the purpose of the PAT Tuhituhi Te Pihinga assessment and how it can be used to inform teaching and learning.

We hope that the newly developed assessment assists you in promoting rich teaching and learning and that it is useful and engaging for your ākonga.

Ngā whakamoemiti | Acknowledgements

Developing the PAT Tuhituhi Te Pihinga assessment has been a complex and rewarding journey. We would like to thank all those who have contributed to this work. We particularly acknowledge our NZCER kaimahi, the team from Catalyst, and the advisors and contractors who contributed their expertise to this project.

The development of both PAT Tuhituhi assessments has been generously supported by the Williams Family Trust, and we extend our heartfelt thanks for committing to such important mahi.

We also acknowledge the ongoing support from Vantage whose assessment technology is integral to PAT Tuhituhi Years 5–10.

Finally, we express our sincere thanks to the many ākonga, and their kaiako and tumuaki who participated in the piloting, trial, and marking phases of this project. Your insights have been invaluable. This assessment has been built to serve the sector. We could not have done this work without you.

He whakamārama mō te whakamahinga kupu i roto | A note about use of vocabulary

This *Aratohu Kaiako | Teacher Guide* uses the terms *ākonga* and *learner*, *kaiako* and *teacher*, and *kura* and *school*, interchangeably. *Whānau* refers to all parents, caregivers, and extended family members. Writing tasks in PAT Tuhituhi Te Pihinga may include kupu Māori, where their use is genuine to the task and purpose for writing. This practice aligns with NZCER's commitment to advocating for and promoting the revitalisation of te reo Māori. If you are unsure of any kupu Māori, please consult a Māori dictionary such as *Te Aka Māori Dictionary* <https://maoridictionary.co.nz>.

The name PAT Tuhituhi Te Pihinga reflects the journey of early writers. Pihinga, meaning a shoot, young plant, or seedling, refers to ākonga growing as early writers.

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1. Te ̄oritanga me te aromatawai | Equity and assessment

The development of PAT Tuhituhi Te Pihinga is guided by NZCER's vision and ongoing journey of providing assessments that reflect the diverse identities, experiences, and knowledge systems of our learners, and providing ākongā with fair and meaningful assessment opportunities to succeed.

An equitable education system recognises that some ākongā are advantaged compared with others, and focuses on providing appropriate resourcing and pathways that allow those without the same advantages to succeed. It also recognises that they can succeed. The OECD describes an equitable education system as one that is fair and inclusive (OECD, 2008). When assessment is equitable, no group has advantage over another, and achievement cannot be predicted by the cultural, linguistic, and socioeconomic backgrounds of learners. In the Aotearoa New Zealand schooling system, in literacy a disproportionate number of ākongā Māori, Pacific learners, ākongā from low socioeconomic backgrounds, and ākongā with additional needs achieve at lower levels than their peers. Assessment practices and differences in opportunities for learning have contributed to these inequitable outcomes.

PATs are carefully designed with this in mind—meaning all tasks are thoroughly assessed for biases or the potential to exacerbate inequities. The assessments are well matched to the curriculum and the educational context of Aotearoa New Zealand. They are carefully developed to be relevant, accessible, and meaningful for kaiako and ākongā in this country.

NZCER strongly believes in kaiako critically engaging with multiple sources of assessment data and providing ākongā with opportunities, within assessment, to draw on their languages, cultures, and identities as strengths. By doing so, kaiako empower ākongā to reach their full potential as learners, and, in this context, as writers.

2. Te whāinga o te aromatawai | Purpose of the assessment

PATs in pāngarau (mathematics), pānui (reading comprehension), reading vocabulary, listening comprehension, and punctuation & grammar have been offered by NZCER for many years. PAT Tuhituhi was first introduced in 2025. The purpose of these assessments is to offer to kaiako and schools standardised tools for formative classroom and schoolwide use. The development of PAT Tuhituhi Te Pihinga complements the existing Tuhituhi suite—with all PATs now catering for Years 3–10 students.

Ka taea te PAT Tuhituhi Te Pihinga te whakamahi hei aha? | What can PAT Tuhituhi Te Pihinga be used for?

The New Zealand Curriculum expects students to fluently craft high-quality expository, persuasive, and creative written texts, that are attuned to specific audiences and purposes, and that utilise distinctive features (Ministry of Education, n.d.). The PAT Tuhituhi Te Pihinga assessment is a direct measure of writing that is intended to reflect students' progress and position towards these goals by acting as a direct, curriculum-aligned, low-stakes, formative assessment of writing.

Low-stakes formative assessment can significantly support ākonga learning (Black & Wiliam, 1998; Lee et al., 2020; Ruiz-Primo & Brookhart, 2017) by supporting kaiako to tailor instruction to the needs of their ākonga and by empowering ākonga to understand and act on their strengths and areas of potential development (Hattie & Timperley, 2007). Individual assessment results provide one source of evidence from a snapshot in time. In the case of PAT Tuhituhi Te Pihinga, these results can be used to:

- highlight the writing skills and capabilities ākonga can demonstrate in a specific assessment context
- identify strengths and areas of need for ākonga
- share information with ākonga, whānau, and caregivers about ākonga writing achievement

Ultimately, results from this assessment should be used to inform decisions about the teaching strategies, areas of instructional focus, and resources that will benefit ākonga.

Kāore i whakahāngaitia a PAT Tuhituhi Te Pihinga ki te tautoko i te roma | PAT Tuhituhi Te Pihinga is not intended to support streaming

Research shows that streaming practices can negatively impact ākonga outcomes in and beyond schooling (Tokona Te Raki, 2021). PAT Tuhituhi Te Pihinga is not designed to be used for the purposes of streaming or ability grouping. Instead, its key purpose is to provide evidence about ākonga skills progress in writing. Results can be used to support evidence-based teaching and learning (formative) and to provide an overall picture of position and progress (summative).

3. Ngā kai o roto i te aromatawai | Content of the assessment

PAT Tuhituhi Te Pihinga is a paper-based assessment, designed for use with ākonga in Years 3 and 4, or with ākonga from other year levels who are best suited to a paper-based writing assessment (as opposed to PAT Tuhituhi, a digital writing assessment). PAT Tuhituhi Te Pihinga can be used with classes, small groups, or individuals. The NZCER Assist platform (<https://www.nzcerassist.org.nz/login>) is used to access the assessment materials and to manage marking and reporting.

PAT Tuhituhi Te Pihinga provides ākonga with a prompt and asks them to craft an extended response. The assessment is structured in three stages:

1. introduction to the task
2. planning their writing
3. writing and editing.

Kaiako support ākonga through all stages of the assessment.

PAT Tuhituhi Te Pihinga assessment tasks span four purposes for writing (to recount, narrate, explain, or persuade). These align with the three broad purposes for writing described in the New Zealand Curriculum: to entertain (narrating and recounting), inform (explanation), and persuade (persuading).

- **Recount:** Ākonga retell real events or experiences from their lives. They reflect on personal experiences and use details to explain a sequence of events. Writing includes setting, people, actions, thoughts, and feelings.
- **Narrate:** Ākonga write creative, fictional stories. They use sensory details, poetic language, and narrative structure to describe imagined experiences and create characters, settings, plot (including a problem/purpose, plan, action, and resolution), thoughts, and feelings.
- **Explain:** Ākonga write to provide information about a particular topic. They use paragraphs, linking words and phrases, structural features (e.g., topic sentences), and precise vocabulary to explain facts and ideas.
- **Persuade:** Ākonga write to convince a reader of an opinion or position. They use reasoning, facts and details, and logical and emotive language to introduce and reinforce their opinion.

4. Te whakamahi i te aromatawai | Using the assessment

Te tōtika o te aromatawai | Suitability of the assessment

PAT Tuhituhi Te Pihinga is a paper-based assessment that requires ākonga to handwrite text. Ākonga must write at least one sentence that is relevant to the assessment task for their writing to be scored. Ultimately, participation in the assessment should reflect what kaiako know about their ākonga and the kinds of writing they can independently create.

Providing direct support to ākonga during the assessment

Kaiako should support ākonga to engage with PAT Tuhituhi Te Pihinga in ways that maintain the validity of the assessment as a standardised assessment. This means maintaining the conditions that the assessment was trialled under and considering the impact of any new accommodations that are used with ākonga. The following accommodations were supported during trialling, and can be used when administering the assessment:

- supporting ākonga to understand what the writing task is asking them to do
- supporting ākonga to generate and access relevant content knowledge
- supporting ākonga to participate in each part of the task
- providing extra time for ākonga to complete the task
- re-reading or reminding ākonga of the task and instructions.

Adding additional supports—such as reading written work back to ākonga, transcribing their writing as they read it to you, or providing dictionaries or graphic organisers—changes the nature of how ākonga access the assessment. Subsequent results may not necessarily reflect learners' ability to independently complete this kind of writing task and will change the extent to which normative comparisons can be made with ākonga who participated in the trial and did not have these types of support. Kaiako should consider this when planning to use PAT Tuhituhi Te Pihinga and when interpreting and sharing assessment results with ākonga and whānau.

5. Te whakahaere i te aromatawai | Administering the assessment

Selecting an assessment and generating booklets

The PAT Tuhituhi Te Pihinga assessment is managed using the online NZCER Assist platform (<https://www.nzcerassist.org.nz/login>). Log in to assist and create an assessment. Select the task you would like to administer. Assist will create a unique assessment booklet for each student, to be printed and distributed for use during the assessment. The User Guide, accessible via <https://nzcer.freshdesk.com/support/home>, provides further information about setting up assessment tasks.

Ākonga build expertise with different genres and purposes for writing as they gain more experience as writers (Graham, 2018). When selecting an assessment, kaiako should consider the expertise ākonga have developed in purposes for writing. Ideally, PAT Tuhituhi Te Pihinga tasks should be selected because they relate to the kinds of writing ākonga have recently experienced in classroom learning. This allows kaiako to see how their teaching of a specific type of writing has translated into how ākonga write independently.

Printing booklets

Print the booklets for your ākonga and one spare copy. Please print the whole booklet for each ākonga. We recommend that all booklets are printed double-sided, with a staple on the left-hand side. If you'd like to display colour copies of your chosen assessment task to your ākonga, but don't want to print the booklets in colour, these can be downloaded and printed when an assessment is being set up.

Preparing for the assessment

Once you have selected an assessment, consider how familiar ākonga will be with the content knowledge represented in a task (e.g., knowledge about pirates).

Then consider what materials, resources, or teaching you might provide to support this. It is important that content knowledge is not a barrier to participation in the assessment. To engage in this assessment, ākonga need to possess rich knowledge about what they are going to write about, need to understand how they can craft writing for a specific purpose, and need to have developed writing skills and capabilities that will allow them to write independently.

Teaching might focus on:

- viewing and responding to texts that focus on ideas represented in an assessment task
- generating shared understandings of topic-specific ideas
- generating shared vocabulary
- using graphic organisers to practise crafting writing with a specific structure
- using sentence building and combining activities to support ākonga to write about shared knowledge and new ideas in varying ways
- connecting with people, writing purposes, and actions within a local community, and using these experiences to build knowledge, ideas, language, and purpose.

Te wā | Timing

Administering the assessment should take no more than 45 minutes:

- Setting up and introducing the assessment—5 minutes
- Planning—5 minutes
- Writing and editing—30 minutes
- Collecting and reviewing scripts—5 minutes.

Kaiako can use their discretion when deciding if ākongā need more time to finish their writing. The assessment should be contained to one session.

Kaiako instructions

Students should be seated separately, have a pen or pencil to write with, and have something to do once they have finished the assessment.

Hand out the writing booklets to your ākongā and hold up the spare copy.

Write your name on the big line on the front of the booklet. We are going to write about [read the title of the task, e.g., Good friends]. We will read the task, make a plan, do our writing, and read over and check our writing. There are lots of pages, but you do not have to write on all of them.

Open your booklet and look at the page that says [read the name of the task —e.g., Good friends]. Read out the entire task and spend up to 5 minutes talking about it with your ākongā. You can make links between their lives, the task, and any images, and to your classroom experiences of writing. Emphasise that any images are included to help them think of ideas—ākongā should not write about them directly. Please do not make a written record of this introductory discussion.

Use the box that says “make your plan here” to do your planning.

Allow up to 5 minutes for ākongā to complete their planning. *Look at the page that says, “Start your writing here.” We are going to do our writing now. Make sure you read and check your writing.*

Allow up to 30 minutes for ākongā to complete their writing and editing.

Allow up to 5 minutes for ākongā to read through and revise their writing.

If needed, remind ākongā to write in the ways they regularly do—e.g., write on every second line, indicate paragraphs using conventions you have discussed in class. Roam and answer any questions while ākongā are completing the assessment.

You may provide additional time for ākongā who need it. If the assessment starts to impact on a student’s wellbeing, please use your teacher judgement when deciding whether to withdraw the student.

Review ākongā booklets

After 45 minutes ask ākongā to finish writing. You may provide ākongā with guidance around how much time is left throughout the assessment. Collect ākongā booklets and review them. Translate any words, phrases, or sentences that are difficult to decipher. Students may read their script to you while you do this.

Upload ākonga writing to Assist

Instructions for how to upload ākonga writing to Assist and begin marking are available on <https://nzcer.freshdesk.com/support/home>.

6. Te hoatu kaute me te whakamārama i ngā kitenga | Scoring and interpreting results

Data privacy

Responses are processed and stored in Aotearoa New Zealand. Other than classroom teachers and school administrators, response content is never reviewed by anyone outside of the PAT Tuhituhi development and administration team at NZCER.

Scoring

Scoring should be carried out by the kaiako who administered the assessment in a timely manner. This is important because:

- the kaiako who administered the assessment is most likely to understand the learning context in which the assessment took place
- the results of the assessment will be most impactful when they are used to influence teaching and learning.

Once responses are marked, they will appear on individual and list reports on NZCER Assist. Scores from PAT Tuhituhi Te Pihinga tasks are measured on the same scoring scale.

The PAT Tuhituhi Te Pihinga rubric

PAT Tuhituhi Te Pihinga tasks are marked manually using the PAT Tuhituhi Te Pihinga rubric. This builds on the PAT Tuhituhi rubric, with greater attention explicitly given to the writing skills and capabilities that are a focus of early writing instruction and development.

The rubric contains eight elements and 44 score points. Within each element, each score category is further illustrated by a descriptor. Progressions within each element represent a conceptual progression of writing skill development. They do not represent year levels or curriculum stages.

PAT Tuhituhi Te Pihinga Junior Writing – Marking rubric				© NZCER Te Haka Whakamātaua																																																			
Focus and purpose	Content Development and elaboration	Organisation	Language elements	Vocabulary and Tone																																																			
The relevance and quality of ideas students have expressed and how focused these ideas are throughout the response.	The use of supporting details to develop ideas and parts of the response.	The overall arrangement of ideas and how this creates cohesion.	The use and quality of specific language elements in relation to text type.	The range, quality, and effectiveness of vocabulary choices, and how this creates and maintains purposeful style and tone.																																																			
5 All ideas are relevant. All ideas show some complexity. All parts of the task are addressed. Focus on the task is consistent throughout the whole response.	All ideas or parts of the response are supported with clear elaboration.	Ideas are effectively grouped and sequenced. Paragraphing is consistent and appropriate. Effective use of a range of transition and phrases. Tense and referring words are consistent.	A wide range (5+) of language	Several forms of precise language																																																			
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The PAT Tuhituhi Te Pihinga rubric.

Elements

Focus and purpose

Focus and purpose looks at the **relevance** and **quality** of ideas ākonga choose to write about, and **how focused** these ideas are throughout their response.

Marking focus and purpose means analysing:

- the relevance and appropriateness of ideas—how well suited they are to the task
- the quality of ideas—from simple to complex
- how text features establish and maintain focus on ideas
- how complete a response is.

Content development and elaboration

Content development and elaboration looks at how well ākonga use **supporting details** to **develop** and **elaborate on** their **ideas**.

An idea is one key point, event, main point, or message that an ākonga writes about. Details means information that is used to explain, describe, expand on, or illustrate something related to the idea.

Marking content development and elaboration means analysing:

- how **details** are used to **expand on** and **explore ideas**
- how **consistent** elaboration is **throughout** a response.

Organisation

Organisation looks at **overall arrangement** of ideas and how this creates **cohesion**. It focuses on how the arrangement of ideas across paragraphs and sequences of sentences, not within individual sentences. Well organised texts “flow” and allow the reader to seamlessly navigate the ideas presented.

Marking organisation means analysing:

- how well ideas are grouped and sequenced in a response
- if, and how well, paragraphing is used
- how transitional words and phrases are used to link and sequence ideas
- how consistent tense is throughout a response
- how consistent the use of referring words and phrases is throughout a response.

Language elements

Language elements looks at the use and quality of specific and relevant language elements to inform, narrate, and persuade.

Marking language elements means analysing what range of language elements is used, and how well they are used.

Vocabulary and tone

Vocabulary and tone looks at range, quality, and effectiveness of vocabulary choices, and how this creates and maintains purposeful style and tone.

Marking vocabulary and tone means analysing how many different forms of precise language are used, how accurately these word choices express meaning, and how this contributes to overall style and tone.

Sentence structure

Sentence structure looks at the control and accuracy of sentence structures that ākongā have written.

Analysing sentence structures means analysing:

- the accuracy of sentences and their grammatical components
- the variety of sentence structures, types, and lengths used.

Control is shown when sentence structures are correctly crafted, and when sentence structures, lengths, and types are purposefully varied.

Spelling

Spelling looks at the accuracy of spelling attempts, in the context of the difficulty of the words a child has chosen to spell.

Marking spelling means looking at the order of letters within a word and analysing:

- accuracy: how close spelling attempts made are to the real spelling.
- word difficulty: how common a word is in a child’s vocabulary, and how frequently the letter-sound correspondences within a word are used in English.

Punctuation

Punctuation looks at the accurate and varied use of sentence punctuation markers to guide reading.

Marking punctuation means analysing how ākongā have used punctuation to:

- begin and end sentences
- capitalise nouns
- use other markers
 - o punctuate clauses within sentences
 - o show possession
 - o show contractions
 - o indicate direct speech
 - o add emphasis.

A note about handwriting

Handwriting fluency is not assessed as part of PAT Tuhituhi Te Pihinga. As a factor that can significantly affect students' willingness and ability to write extended text, it should be consistently supported and monitored during early writing instruction (Skar et al., 2022). Assessing handwriting as a component of PAT Tuhituhi Te Pihinga risks a students' overall score being impacted by perceptions of ākongā handwriting skills. Research has consistently observed students' scores on writing assessments being skewed by the quality of their handwriting, irrespective of the quality of their language, vocabulary, ideas, and text organisation (Briggs, 1970; Gentry & Graham, 2010). Materials for teaching and assessing handwriting in Aotearoa are available in The *Teaching Handwriting* resources (Ministry of Education, n.d.).

Scoring with the PAT Tuhituhi Te Pihinga rubric

Each element of the PAT Tuhituhi Te Pihinga rubric should be scored independently. When marking, kaiako should follow the below process:

- Open and read the writing an ākongā has completed.
- Consult the rubric and notes in this guide.
- Consult the supporting exemplars.
- Select a score point using the online marking interface.
- Click *submit*.

A score point must be selected for each rubric element before a mark can be submitted. If a score point is not selected for an element, the marking interface will prevent the mark from being submitted.

Marks that kaiako wish to revisit or submit later can be saved as draft mark.

Using the PAT Tuhituhi Te Pihinga rubric effectively

The PAT Te Pihinga rubric is an analytic scoring rubric—meaning it allows teachers to judge different elements of writing, and distinguish carefully between the areas of strength and need for their ākonga (Wiseman, 2012). The detailed nature of the PAT Tuhituhi Te Pihinga rubric means for it be applied effectively, it must be applied consistently. The following principles can help build this consistency.

1) Mark the stage, not the age

Progressions within each element represent a progression of writing skill development that is relevant to all early writers, regardless of their chronological age. Reports generated on NZCER Assist provide links to expectations defined in the New Zealand Curriculum.

Kaiako should award ākonga writing with scores that reflect the position of the writing on the rubric, regardless of the age of the writer.

2) Mark every piece of writing

Every piece of writing should be marked unless there has not been an attempt to complete the task (e.g., an ākonga writes “I don’t know”, or they have not written anything), or ākonga writing is illegible and no relevant ideas are discernible. It is important to recognise the effort ākonga have gone to write in a PAT Tuhituhi Te Pihinga assessment task. The 1 score categories in the rubric are designed to reflect emergent skills of writing.

3) Mark the evidence in front of you

Kaiako hold a wealth of knowledge about their ākonga and their knowledge and experiences of writing. To ensure the ongoing validity of PAT Tuhituhi Te Pihinga results in kura, ākonga writing should be marked with as much objectivity as possible. This means scoring ākonga writing in reflection of the rubric, without being influenced by knowledge of what writing skills the ākonga can demonstrate in other contexts (e.g., with guidance and individualised instruction).

4) Mark only what ākonga have written

Ākonga can plan their writing during a PAT Tuhituhi Te Pihinga assessment. It is not marked on the PAT Tuhituhi Te Pihinga rubric and the quality of any planning done should not influence any scoring. If kaiako feel that an ākonga has written part of their writing in the planning space, this should be marked. The comment feature on the marking interface can be used to note that the planning has been included during scoring.

5) Recognise effort

The age of ākonga completing a PAT Tuhituhi Te Pihinga assessment may mean that some writing is difficult to interpret. If kaiako have transcribed ākonga writing, this should be used as evidence of what the ākonga tried to write, whilst the writing done by the ākonga should be recognised as the attempt.

In the example below, the kaiako has transcribed what the ākonga has written. The transcription provides useful clarity for marking.

I want to bring dog to class because they can be friendly they might make a BIG mess!

I want to bring dog to class because they can be friendly they might make a BIG mess!

6) Mark each element independently

Each rubric element is designed to be distinct and should be considered separately. A score for one element (e.g., punctuation) should not influence kaiako judgement of another (e.g., sentence structure).

7) Mark for best fit and recognise the intent of errors

Scoring judgements should be made to recognise the best fit of ākonga writing, in relation to a rubric score category. Where ākonga have experimented with their writing and have made an error, kaiako should consider the quality of the error and the intent. For example, are ākonga they trying to use more complex sentence structures or punctuation markers? Are the errors isolated? Is the error prominent enough to move the score from one rubric category to another?

7. Te whakamahi i PAT Tuhituhi hei whakapiki i te pai o te whakaako me te ako | Using PAT Tuhituhi to improve teaching and learning

Te whakamahere mō te whakaako me te ako | Planning for teaching and learning

Formative writing assessment is a powerful method for developing ākonga writing skills. The English learning area of the New Zealand Curriculum highlights the importance of using purposefully designed formative assessment tasks to identify areas of strengths and opportunities for consolidation (Ministry of Education, n.d.). As with other PAT assessments, information from PAT Tuhituhi Te Pihinga should be used to provide evidence of what ākonga understand, know, and can do, and should inform decisions about next steps for teaching and learning. This should involve focused and timely gathering, analysis, interpretation, and application of information from a PAT Tuhituhi Te Pihinga assessment.

When interpreting information from a PAT Tuhituhi Te Pihinga assessment, kaiako consider what the results show about the impact of teaching and areas for future focus. Reflective questions about the data might include:

- What patterns are evident across different rubric elements?
- Which aspects of writing are ākongā demonstrating strengths in?
- Which aspects of writing are proving challenging for ākongā?
- Are there common themes among groups of ākongā who are excelling or struggling in particular writing skills?
- Are there surprises in the data that challenge assumptions about particular ākongā or groups?

Reflective questions for classroom practice might include:

- What cultural, linguistic, or contextual factors might be influencing ākongā performance in writing assessments?
- How might classroom writing tasks, feedback practices, or opportunities for writing have influenced student outcomes?
- What shifts could be made in writing instruction to support improved writing outcomes and more equitable achievement for all ākongā?
- How can teaching be adapted to respond more to the needs of ākongā Māori and Pacific learners or other priority learners, based on this data?
- How is feedback provided to ākongā about their writing. Is it making a difference?
- How do current writing practices and tasks give ākongā enough opportunities to practise and demonstrate the skills and elements addressed in PAT Tuhituhi Te Pihinga?

PAT Tuhituhi Te Pihinga results reflect the choices ākongā have made in one specific writing context. Assessment information should be triangulated with information from other assessment sources used at varying timepoints. Additional sources might include:

- observations
- learning conversations
- collecting ākongā work samples
- ākongā self and peer assessments
- informal assessment tools created by kaiako.

When planning additional sources to use, consider what information is necessary to collect. Additional data collection might focus on ākongā skill and understanding of:

- handwriting
- spelling
- punctuation
- sentence construction and grammar
- writing genres and related text features
- vocabulary
- components of the writing process (planning, drafting, revising, and editing).

Ultimately, information from PAT Tuhituhi Te Pihinga should be used alongside other informal and formal assessments to guide kaiako decisions about teaching and learning.

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