



Administration guidelines and instructions for e-asTTle writing

Points to note:

- Prior to administering this paper test, familiarise yourself with the prompt, the marking rubric, the annotated exemplars, and the teacher script below.
- Some students (e.g., students with identified learning needs) may require more time or some other consideration.
- Students **cannot** use alphabet cards, word cards, dictionaries, thesauruses or other spelling aids, as spelling and vocabulary are two of the elements students are assessed on.
- Refer to *The e-asTTle Writing Manual* for detailed guidance regarding the use of e-asTTle writing. The manual can be found at <http://e-asTTle.tki.org.nz>

Teacher script and instructions

Introduce the test

Use the following verbal instructions as a guide. Younger students may require more time to understand the instructions and feel at ease with the process.

SAY: Today you are going to do a writing task in a booklet that I will hand out. In the booklet you will be told what to write about. Please try your best. Please do not open the booklet or start writing until I tell you.

Hand out a writing booklet to each student.

Complete the front cover page

Ask students to fill in the required information on the front cover of their booklets (name, school, etc.). Please give help or answer questions as necessary. For younger students it might be helpful if you fill in some of this information prior to the testing session.

Read the prompt

Have the students turn to the prompt in the booklet.

SAY: Look at what you will write about – the prompt. Read the prompt with me as I read it to you. There are some points listed on this page that will help you. I will read the whole page first, then I will go back over it to explain anything that you are unsure about.

Read the prompt to the students. You may need to reword or clarify the prompt.

Discuss the prompt

Take up to five minutes to discuss the prompt with the students. However, **no** written record of the discussion is to be made for the students to refer to. Use this time to ensure students understand what is expected, to support them to begin to think of their own ideas, and to ensure they can come up with concrete examples for abstract words used in some prompts, such as "community" or "special".

SAY: You now have 40 minutes to plan and write about this prompt in your writing booklet. If you finish early, please go back and check your writing. It is OK to edit as you go along or at the end, or both. You might like to use the blank page at the front of your booklet to plan.

Start now.



Make sure that all the students have started the assessment. Younger students could use every second line to write on if this is their usual classroom practice or if they need more space.

Complete the assessment

Students have up to 40 minutes to complete their piece of writing. If all students finish early then draw the session to a close. Move around the room to observe how students are coping and answer questions as necessary. If any student appears distressed, use your judgement as to whether they should continue. If students require extra pages, provide these and staple them onto their booklet. Please tell students when they are half way through the allocated time and when there are five minutes left to write. When 40 minutes are up, ask students to stop writing. Collect all the writing booklets.

Score the assessment

The assessment is scored using the marking rubric and annotated exemplars provided. Please refer to *The e-asTTle Writing Manual* for detailed instructions on how to score a completed assessment.