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**NCEA Level 3 Te Reo Māori**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Reo Māori |
| **Domain** | Whakarongo |
| **Level** | 3 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | 91650 Te Reo Māori 3.1 |
| **Title** | Whakarongo kia mōhio ki te reo Māori o te ao whānui |
| **Number of Credits** | 4 |
| **Version** | 2 |

This achievement standard involves listening to, and demonstrating understanding of, a variety of spoken te reo Māori texts from a range of less familiar topics.

**Curriculum Level**

Tasks should be closely aligned with the whakarongo achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate understanding of language from a range of different contexts and using different text types.

At NCEA Level 3 contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can understand much of what other speakers of te reo Māori say about a range of topics;

distinguish between facts and opinions and recognise intentions to persuade and influence in different contexts. The language of the listening texts should be at curriculum level 8 with a link to a L8 achievement objective.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Assessment opportunities**

Tasks should provide opportunities for students to demonstrate understanding of language across a range of contexts and for a range of purposes, and enable achievement at all grades.

Students should be assessed on spoken language that they have encountered as part of the teaching and learning programme. Listening is a skill that develops over the year and so the best evidence will be collected in the second half of the year.

**Feedback and Feed Forward**

Throughout the year, give students clear information about the criteria for success in each of their learning tasks and give them specific feedback as they learn, to ensure they clearly understand the criteria and how to meet them.

Feedback and feed forward should focus on what is needed to achieve the standard. Formative feedback may be provided after each individual task. The teacher can feed forward as to what would be needed to reach a grade by referring to the assessment criteria and to exemplar models.

**Sufficiency**

Evidence of at least two listening tasks should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. The final selection is considered as a whole for grade allocation.

As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. Demonstrating a comprehensive understanding may involve expanding on relevant information, ideas and opinions with supporting detail; justifying a response or showing understanding of the implied meanings or conclusions within the listening text.

**Authenticity**

TKI and Youth Guarantee assessment resources should not be used without significant re-contextualisation as the scripts and indicative responses are available on-line.

**For Moderation**

The complete assessment resource is required for moderation. This includes:

* listening texts/passages – either transcripts, recordings or URL for each task
* assessment schedule – fully developed with the expected student responses for each level of achievement.
* student evidence for two listening tasks

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| **Subject Reference** | Reo Māori |
| **Domain** | Kōrero |
| **Level** | 3 |

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| **Achievement Standard Number** | **91651 Te Reo Māori 3.2** |
| **Title** | Kōrero kia whakamahi i te reo Māori o te ao whānui |
| **Number of Credits** | 6 |
| **Version** | 2 |

This achievement standard involves using te reo Māori to speak in different contexts and for different purposes.

This achievement standard involves speaking in te reo Māori in a range of contexts and for a variety of purposes from the less familiar world.

**Curriculum Level**

Tasks should be closely aligned with the whakarongo achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate speaking in te reo Māori in range of different contexts and for different purposes. Examples of different purposes include speaking to inform, persuade and entertain.

At NCEA Level 3 contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can communicate deeper thinking through inquiry, research, evaluation, and creativity.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Good Assessment Practice**

Teachers should ensure students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to students own speaking.

Collection of speaking evidence should not be treated as short discrete assessment events. Instead, programme design should ensure that a student’s speaking skills are developed over the year.

Spreading the speaking programme over an extended period is essential. This approach may involve recording snippets of speaking evidence, then developing those snippets into more extended pieces of speaking evidence later in the programme when speaking skills have developed further.

**Sufficiency**

Evidence of at least two pieces of speaking should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level.

Five minutes is the suggested guideline across the speaking evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. Overall judgement will come from a holistic evaluation of the quality of the speaking evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Where a presentation or interaction is made by a group, each person will be assessed individually.

**Collection of Evidence**

Evidence must be visually recorded and stored for moderation purposes following current NZQA procedures. Recordings should be carefully produced to ensure quality sound and picture. If possible, the whole body should be filmed as it allows facial and body language to be observed. Evidence must be recorded continuously without breaks or the editing of content that may compromise the integrity of the performance.

**Traditional oratory aspects**

Recited items such as karakia, or traditional oratory aspects such as tauparapara and pepehā, while an integral part of an oratory performance, are not suitable on their own for assessment purposes. The assessed speaking time begins once karakia or mihimihi aspects are completed.

**Prompts**

Communication is the focus of the assessment. Presentation tasks may be supported by prepared notes/cue cards but these can not be read verbatim/in its entirety. Visual clues such as a picture or images can be used as a prompt. Aids to memory such as those suggested above should enhance and not detract from the presentation. A reading performance will not meet the standard.

Interactions should allow natural communication. There is a level of spontaneity not apparent in oral presentations. A written script or cue cards may not be used. Authentic context material suitable to the task, for example, a map, can be used but the student may not read from it.

**Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of speaking tasks. This may be on the written or oral aspects of the presentation. Feedback should not compromise authenticity but may include suggestions about areas where further development is needed.

Teacher feedback and feed forward on students’ drafts should be holistic to ensure the final presentation remains a true representation of the student’s ability. Feedback should not involve the written or verbal correction of individual errors. More than one opportunity for feedback could compromise authenticity.

Teacher feedback and feed forward after listening to interactions may improve students understanding of the criteria for future interactions and support the natural communication of interactions students

**Environment**

The environment in which the assessment is conducted should facilitate the following aspects:

* minimal distractions to the speaker
* audibility of the speaker
* adequate space and lighting.

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| **Subject Reference** | Reo Māori |
| **Domain** | Tuhituhi |
| **Level** | 3 |

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| **Achievement Standard Number** | **91654 Te Reo Māori 3.5** |
| **Title** | Waihanga tuhinga whai take i te reo Māori o te ao whānui |
| **Number of Credits** | 6 |
| **Version** | 2 |

This achievement standard involves writing in te reo Māori in a range of contexts and for a variety of purposes from the less familiar world.

**Curriculum Level**

Tasks should be closely aligned with the tuhituhi achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate writing in te reo Māori in different contexts and for different purposes. Examples of text types include research reports, short stories and persuasive texts.

At NCEA Level 3, contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can communicate deeper thinking through inquiry, research, evaluation, and creativity.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Good Assessment Practice**

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft writing.

They should provide opportunities for students to demonstrate language in range of different contexts and using different text types. Examples of text types include reviews, narratives, letters, persuasive texts, explanations (about why and how things happen), and recounting past events.

Teachers may guide students through the writing process, and ensure that students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to the students’ own writing.

Writing should not be treated as short discrete assessment events. Instead, programme design should ensure that a student’s writing is developed over the year, and then their best writing is submitted for summative assessment.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then ‘parking’ this writing to be revisited later when writing skills have developed further. Writing may be parked at any stage of the planning, drafting, revising, editing and proof-reading process.

**Sufficiency**

Evidence of at least two pieces of crafted text in te reo Māori should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures the assessor has sufficient evidence to attest that a student is working at the specified level. Selection of the evidence for summative assessment should be made by the student in consultation with the teacher.

600 words is the suggested guideline across the written evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. The finished texts may be presented in electronic form or hand written.

The final selection is considered as a whole for grade allocation. Overall judgement will come from a holistic evaluation of the quality of the written evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Two pieces of writing, each a different text type, should be used for assessment against this standard. Across the two pieces of writing the total number of words written should be a minimum of 600 words.

**Feedback and Feed Forward**

As students develop their final drafts, the role of the teacher is to support the student to recognise and correct their own mistakes. They may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing.

Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing.

Teacher feedback and feed forward on students’ drafts should be holistic to ensure the final product remains a true representation of the student’s ability. More than one opportunity for feedback could compromise authenticity.

**Authenticity**

Teachers must develop strategies to ensure student work is authentic and in line with school policy.

Regular discussions and checkpoints can be used to ensure that students are making appropriate progress and that the evidence presented for assessment is authentic.

When considering the authenticity of evidence: ‘the teacher’s knowledge of the student’s work and learning enables the teacher to make judgements about the authenticity of the evidence’ (NZC pp 39-41).

Resources used to support drafting may include search engines, word lists, grammar texts and dictionaries.