# 

Internal Assessment Resource

Languages Level 2

This resource supports assessment against:

Achievement Standard 91114 version 2

Standard title: Interact using spoken Cook Islands Māori to share information and justify ideas and opinions in different situations

**Credits:** 5

Resource title: Interact

**Resource reference:** Languages 2.3B v4 Cook Islands Māori

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | March 2017 Version 4  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-03-2017-91114-04-5810 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment requires the students to interact in different situations in which they share information and justify ideas and opinions in Cook Islands Māori.

Interactions may be between students (one-to-one, or in a small group), with you (teacher), or with a native speaker.

The students collect evidence of (record) these interactions and submit for assessment a minimum of two that they consider best showcase their skills. Their personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

The interactions can be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Conditions

Although some interactions will be in pairs or groups, each student’s work must be assessed individually.

Methods for recording interactions could include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Additional information

Judgement

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student. Feedback on the quality of interaction (not grades), given to students during the year is crucial in making sure students submit pieces that give them the greatest opportunity for success. The success criteria for the portfolio must be made clear to students.

A series of learnt interviews or role-plays is not appropriate.

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Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two spoken interactions conducted in Cook Islands Māori. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

* select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience;
* express and justify opinions with examples and references;
* begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you;
* use your language and cultural knowledge to communicate and interact appropriately with your audience.

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own.

You may not use the language from the language samples in the assessment schedule unless it has been significantly reworked.

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

Task

Participate in and record a minimum of two of the following interactions.

Teacher note: The following five contexts are examples only. If possible, add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

Dreams are free

Discuss with a friend what you would do if you won Lotto. You could, for example, talk about:

* what you would/would not buy
* where you would live and why
* whether you would give some of your winnings to others
* how your win might affect relationships with family and friends
* how your win might change you as a person
* how your win might influence your future.

Travel

You are thinking of going to and living for a time in a Cook Islands Māori-speaking country. Your teacher will play the role of a person from that country (alternatively, this could be a native speaker). You want to check out some of the things you have heard (or read about): are they accurate? And there are plenty of other things you are curious about. You could, for example, discuss

* schooling (including comparisons with the other county’s system)
* getting around by public transport
* food and meals
* opportunities for employment
* how people use their leisure time
* things to do and see
* important cultural differences to be aware of.

Health and lifestyles

Talk about your current lifestyle with a friend. You could, for example, discuss:

* what exercise you currently do (Has this changed? Is it enough?)
* your diet (eating habits)
* how you use your leisure time
* paid or voluntary work that you do on a regular basis
* good and bad habits
* what improvements would you like to make?
* any health issue you are passionate about (e.g. smoking).

My place is best!

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend, and justify your choice.

Alternatively, you could debate the merits of two cities/towns/villages in the Cook Islands/New Zealand, or the merits of living in town/city versus living in the country /another island.

You could debate, for example:

* the physical attractions of your rival places
* their leisure and/or cultural amenities
* lifestyle factors
* opportunities
* how your choice of place reflects your personality or values.

School ball

The school ball has just come and gone. According to your school’s newsletter/ local newspaper, it was a roaring success. Perhaps you were there and agree; perhaps you did not go and want to find out if the report is true; perhaps you are on next year’s organising committee and want to ensure its success; perhaps you went and had a terrible time! In a small group, share your experiences and views. You could, for example, discuss:

* the choice of venue and theme
* the choice of music
* the dancing, and how people “got into it”
* the atmosphere, clothes
* surprises or scandals
* how it could be improved in the future.

Instead of the school ball, you could discuss any other school event. For example, School Speech Competition, School Inter-House Culture Competition, rugby or netball final, kapa haka competition, annual sports exchange, the school production, MissTiare Pageant Competition.

Submit the recordings of your interactions for assessment.

Assessment schedule: Languages 91114 Cook Islands Māori - Interact

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Interactions use spoken Cook Islands Māori to share information and justify ideas and opinions.  The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.  For example:  *E Mata, kua akarongo au e ko koe tetai o teia au tangata tei o ki tetai tumatetenga i te moana.*  *Ae, kua tano rai tena nuti.*  *Kare koe i mataku ana i a koe i roto i teia tumatetenga rikarika maata?*  *No te aa, kite koe, kua karanga au e kare au e kite akaou i a koe e taku taeake e pera katoa toku nga metua.*  *Aue, te akaaroa i a koe. Manuia tikai kua ora mai koe. Eaa i reira taau i rave i ora mai ei koe?*  *Te apinga mua - kua pure au ki te Atua no tetai tauturu kia ora mai au.*  *The examples above are indicative samples only.* | Interactions use convincing spoken Cook Islands Māori to share information and justify ideas and opinions.  The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  A range of language is used that fits the specific purpose and audience of each interaction.  The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Interactions are not significantly hindered by inconsistencies.  For example:  *Kua kite au e me o taua ki roto i teia tumatetenga ka tuke rai to taua tu e te akaaereanga manako. Ka rauka i a koe i te akakite mai i toou tu i te reira taime tikai?*  *E mea vinivini tikai te reira. Kare e rauka i aku i te akaaite i teia tu vinivini. Tera ua kare au i manako ana e ka aravei akaou au i a koe e taku taeake e pera katoa toku au kopu tangata, mata ki te mata.*  *Tano rai taau. I toku akarongoanga rai i teia nuti kare rai au i manako ana e ka aravei akaou taua. I akapeea koe i reira i atea mai ei mei roto mai i teia tumatetenga?*  *I te aroa ua o te Atua, kua maroiroi au i te mou piri ua ki runga to matou poti tei tatipoki e tae ua mai te Kukupa no te tauturu i a matou. Ko taku pure ra – kia kite akaou au i toku nga metua e toku au kopu tangata.*  *Kare koe i anu ana i a koe i roto i te tai?*  *Kare au i anu ana penei paa no te mea, ko te manako tei te Atua no tetai tauturu kia ora.*  *The examples above are indicative samples only.* | Interactions use effective spoken Cook Islands Māori to share information and justify ideas and opinions.  The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  A range of language is used that consistently fits the specific purpose and audience of each interaction.  The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Interactions are not hindered by inconsistencies.  For example:  *E akaaroa tikai toku i a koe e taku taeake, ko koe tei tomo na roto i teia tumatetenga. E moana tarere ua oki tei mua i a koe.*  *E te tika rava oki taau. Kua karanga rai au e ko toku openga rai teia.*  *Ka rauka i reira i a koe i te akamarama mai eaa te au manako tei o mai ki roto i a koe i te reira atianga tikai?*  *Te manako mua – ko te pure pati tauturu ki te Atua. Kite oki koe e taku taeake me pokia oki taua e te tumatetenga ko ia te tangata mua te ka o mai ki roto i to taua manako. Ko ia oki to tatou akapuanga e te tauturu vaitata.*  *E tika rava tena. Kore ake i reira tei mua ua te Atua i a taua. Eaa ua ai tetai au manako ke taau i tamanako mai.*  *Te rua ko toku nga metua – naai e tauturu i a raua i te ngutuare me ngaro ake au. Ko au rai oki to raua oroanga.*  *Kua riro ainei teia au manakonakoanga i te akamaroiroi i a koe i te kimi ravenga kia aravei akaou koe i te aronga tei inangaroia e koe?*  *Ae, na teia e pera katoa te tauturu mei runga mai i te rangi i te akamaroiroi i aku e tae ua mai te tauturu a te Kukupa. No reira, kia tae mai te ora kua akaoki au i te akameitaki i a ia.*  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.