

**Internal Assessment Resource**

**Te Reo Māori Level 2**

This resource supports assessment against Achievement Standard 91285 version 3

**Standard title:** Kōrero kia whakamahi i te reo o te ao torotoro

**Credits:** 6

**Resource title:** ‘He kete kōrero’

**Resource reference:** Te Reo Māori 2.2A v3

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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 | January 2016 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2017-91285-03-5779 |
| 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 activity requires the recording of evidence of a student’s speaking in te reo Māori from a range of contexts and for a variety of purposes. Students will be assessed on how confidently they can speak on a range of topics from the exploratory world.

At this level, contexts should reflect *te ao torotoro* and could focus on students’ local communities, for example, their school, sporting, or marae communities. Students are expected to demonstrate that they can explore different ideas and perspectives, and give informed opinions.

Examples of different purposes include speaking to inform, persuade, or entertain.

**Conditions**

The total length of student speaking across the two samples should be a minimum of four minutes.

Preparation may take place during class time and at home.

Students should have the opportunity to receive feedback, edit, and revise their speaking samples before final recording for submission.

You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students' work. You cannot give detailed written or verbal feedback about individual errors that occur throughout the sample of speaking.

You can make use of peer feedback as part of the formative process.

You will need to consider all the speaking evidence a student submits in order to make a holistic judgement about their grade.

Recordings must be audiovisual.

A system needs to be devised for the collection and digital storage of speaking evidence.

**Resource requirements**

Video camera and tripod,

Computer / data projector if required.

Dictionaries.

Language texts or grammar reference books.

**Additional information**

The activities can be modified to meet the interests of students and their communities. Other ideas for assessment activities can be found on pages 64-65 of the Guidelines for Teaching and Learning Te Reo Māori in English-medium schools <http://tereomaori.tki.org.nz/Curriculum-guidelines>.

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**Student instructions**

**Introduction**

Tēnā koe e te ākonga

This assessment activity requires you to show evidence of you speaking in te reo Māori in a range of contexts and for a variety of purposes, and to submit two pieces for assessment.

These will be recorded for assessment and moderation purposes.

You are going to be assessed on how confidently you speak in te reo Māori on a range of topics from the world you are exploring. Your speaking evidence should demonstrate that you can explore different ideas and perspectives and give informed opinions.

Your evidence will add up to a combined total of at least four minutes across the two examples.

The work you submit must be your own. You cannot repeat a sample of speaking that someone else has created.

Your teacher will give you regular feedback and feed-forward to support your learning. There may also be the opportunity for peer feedback.

Collection of speaking evidence will take place throughout the year.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Insert final submission date here

**Task**

**Choose TWO of the following speaking activities to complete:**

**Review**

Review a new product you have purchased or tried (e.g. a new phone, a selfie stick, a new food product). Include your own opinions and the experiences of others in your review.

*OR*

As part of your course work, you have to been asked to attend an exhibition, show, film, or performance and give a review to your class. You might discuss what the event was, the reasons you attended, summarise the main points and give your personal opinion on the strengths and/or weaknesses of the event.

**Persuasive speaking**

Think about a new club or group you would like to start in your school. Prepare a presentation for assembly. The purpose of your presentation is to give information about your new club or group and to persuade people to join.

*OR*

The new Principal at your school wants all students to learn Latin as a compulsory language. You have been selected to speak on behalf of the students at a whānau hui to convince the Principal that all students should learn te reo Māori as a compulsory subject. Make sure you voice the opinion of your peers, responding to the information and facts presented by the Principal.

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.

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.

Recount

Imagine you are a real or imagined character in history involved in a conflict or debate. Explain your views and how they differ from the views of another/others.

Choosing to go overseas

You and a friend are thinking about going to live in a different country for a period of time. At present, both of you are undecided about which country to select. With a partner, discuss what you have heard (or read) about different countries. You could include some ot the following in your discussion: schooling (including comparisons with the New Zealand system)

* getting around by public transport
* food and meals
* opportunities for sporting interests
* how people use their leisure time
* things to do and see
* important cultural differences to be aware of.

**Hauora**

Talk about a community health issue

You could, for example, discuss:

* the causes and effects of a health issue you are concerned about
* what improvements would you like to see
* how those improvements might be made

**An important decision**

You and your friend are having a discussion about one of you wanting to leave school part-way through the year. Discuss the pros and cons of this decision.

Teacher note: These topics can be adapted to align with your teaching programme as long as they meet the Achievement Objectives of curriculum level 7.

You will be assessed on the quality of your speaking, which includes the way you:

* use language to communicate information, ideas and express and justify opinions
* connect and develop your ideas using explanations, relevant details and examples in a deliberate/well-planned wayeffectively use language features appropriate to the task
* speak clearly and audibly using natural pronunciation, stress, rhythm, and intonation
* speak confidently without significant pauses
* use some appropriate body language such as eye contact, gestures, movement, or intonation to make your speaking interesting
* use language with accuracy.

**Resources**

Video camera, and tripod if possible.

Computer/data projector if required.

**Assessment schedule: Te Reo Māori 91285 -** ‘**He kete kōrero’**

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Kōrero kia whakamahi i te reo o te ao torotoro.The student uses te reo Māori to speak on a range of topics from the exploratory world by:* providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes
* speaking for a minimum of four minutes across the two examples in audible and understandable language
* expressing ideas/information/opinion relevant to the taskusing some language features such as imagery, comparisons, kīwaha, or whakataukī relevant to the task
* using some appropriate body language such as actions, gestures, movements and intonation to enhance speaking
* demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience

For example, the student writes for the presentation:*Ko Rarotonga tētahi wāhi pai hei wāhi whakatā. He aha ai? He nui ngā take. Ko tētahi take, kei reira te oneone ataāhua. E ai ki te ipurangi he mahana i ngā wā katoa.**The examples above are indicative samples only.* | Kōrero kia whai kiko i te reo o te ao torotoro.The student uses te reo Māori to speak convincingly on a range of topics from the exploratory world by:* providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes
* speaking for a minimum of four minutes across the two examples, in audible and understandable language
* showing development of the information and ideas included, giving examples and explanations, and justifying opinions
* deliberately using language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task
* using body language such as actions, gestures, movements and intonation to enhance speaking
* demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience

The learner communicates their ideas, using a range of language that is fit for purpose and intended audience. Inconsistencies do not significantly interfere with the meaning or the interaction.For example, the student writes for the presentation:*Ahakoa kāore anō ahau kia tae atu ki tēnei wāhi. Ko Rarotonga te wāhi whakatā o ōku moemoeā. Kua tae atu tōku tino hoa ki reira i tērā raumati. Ki a ia ko to oneone o Muri te wāhi ataāhua rawa atu o te ao.**The examples above are indicative samples only.* | Kōrero kia whai hua i te reo o te ao torotoro.The student uses te reo Māori to speak confidently on a range of topics from the exploratory world by:* providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes
* speaking for a minimum of four minutes across the two examples
* speaking for a minimum of four minutes across the speaking evidence in a way that captures and holds the attention of the audience
* showing development of the information, ideas and opinions that is controlled, integrated and sustained
* skilfully selecting from, and effectively using a range of language and language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task
* effectively using body language such as actions, gestures, movements and intonation to enhance the speaking
* demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience
* Despite minor inconsistencies, the learner successfully communicates their ideas, using a range of language that is consistently firt for purpose and audience

For example, the student writes for the presentation:*Ki ahau nei e kore au e whakaae ki tau whakaaro. He nui ngā wāhi whakamīharo i Aotearoa nei. Ki tōku titiro ko tēnei te wāhi rawe rawa atu ki te whakatā. E hia kē ngā wāhi, engari ko tōku tino wāhi ko te tāone o Rotorua.* *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.