

**Internal Assessment Resource**

Te Reo Māori Level 2

This resource supports assessment against Achievement Standard 91288 version 3

**Standard title:** Waihanga tuhinga auaha, i te reo o te ao torotoro

**Credits:** 6

**Resource title:** Koi te hinengaro

**Resource reference:** Te Reo Māori 2.5A 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 2017 Version 3  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91288-03-5780 |
| 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. |

Internal Assessment Resource

**Achievement standard:** 91288

**Standard title:** Waihanga tuhinga auaha, i te reo te ao torotoro

**Credits:** 6

**Resource title:** ‘Koi te hinengaro’

**Resource reference:** Te Reo Māori 2.5A v3

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 students to produce at least two crafted texts in te reo Māori from different contexts and using different text types. Students will be assessed on how effectively they can craft writing 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 text type include reviews, narratives, letters, persuasive texts, explanations (about why and how things happen), biographies, and recounting past events.

Students need to be familiar with using dictionaries and other resources, reviewing their writing for accuracy and using appropriate writing conventions such as paragraphing and punctuation.

Conditions

Across the two pieces of writing there should be a minimum of 450 words.

The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date.

Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time.

Students can be guided through the writing process of planning, drafting, revising, editing and proofreading.

Students need to have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students’ work. You could also make use of peer review as part of the formative process.

It is expected that most of the writing students complete will be done during class time.

You will need to schedule checkpoints during the year to ensure the authenticity of student work. Drafts should be regularly emailed, stored and/or printed by you to document the process.

All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes. Finished pieces of writing may be hand written or word processed.

You will need to consider all of the writing a student submits before making a holistic judgement about their grade. Do not assess each piece separately; rather consider it in terms of how it contributes to the final grade.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, through manila folders, document wallets, clear files or the use of digital formats such as Google docs.

**Resource requirements**

A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, text books, or class notes.

Additional information

Grammar progression tables for each curriculum level of Te Reo Māori are available on TKI at: <http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table>

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Student instructions

Introduction

Tēnā koe e te ākonga

This assessment activity requires you to produce two crafted texts in te reo Māori from different contexts and using different text types.

You are going to be assessed on how effectively you can craft writing on a range of topics from the world you are exploring. Your writing should demonstrate that you can explore different ideas and perspectives, and give informed opinions.

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.

**Task**

Your two pieces of writing will add up to a combined total of at least 450 words.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.

You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes, dictionaries, text books, or class notes.

Check your writing to make sure that it shows that:

* you explore different ideas and perspectives
* you express opinions and provide explanations or evidence to support or challenge the ideas of others.

Your teacher will give you regular feedback and feed forward to support your learning. There may also be opportunity for peer/class discussions to review or plan your writing.

Teacher note: Insert the final date for submission here

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

Review

Review a short story, novel, movie or television programme. Remember to include your own opinions/perspectives and why or how it might appeal to other people.

**Creative Writing**

Imagine you are the main character in a historical or mythical event. Write about your experiences.

**Editorial**

Discuss the popularity of social networking and its effects. Include both the advantages and disadvantages of social network sites.

**Formal letter**

Write to your school principal suggesting a change to a school policy that you feel is needed. Outline the reasons for your suggestion. Identify the sorts of objections the principal might have to your idea, and different ways to counter them.

**Justify an argument**

Make the case for and against this statement. ‘All people who live in New Zealand should learn te reo Māori’. Present both sides of the argument and conclude with your own opinion.

**Magazine article**

Write a magazine article discussing an issue affecting your local community. Include opinions about the cause/s of the issue, and offer some suggestions about how the issue might be resolved.

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

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

* use language to communicate information, ideas and opinions effectively
* express and justify opinions
* use formatting and style appropriate to the text type
* use language appropriate to the task and intended audience
* use language effectively to hold the attention of the reader
* ensure that there is a clear sequence in the ideas expressed or information conveyed in the writing
* develop and connect ideas, information and opinions by giving explanations and/or examples where appropriate, and/or make comparisons to illustrate points
* write language that is easily understood with very few errors
* communicate with correct grammar structures and accurate spelling.

Resources

Classroom notes.

Grammar reference material.

Vocabulary lists.

Dictionaries.

Text books.

Computer based resources.

Assessment schedule: Te Reo Māori 91288 - ‘Koi te hinengaro’

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga auaha i te reo o te ao torotoro.  The student produces crafted writing on a range of topics from the exploratory world by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 450 words in total across the two examples * using writing conventions accurately. For example: spelling, punctuation, capitalisation, and paragraphing * expressing ideas/information/opinion relevant to the task * using vocabulary and a variety of language that is generally appropriate for purpose and audience * using some language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience.   Despite inconsistencies, the student is generally successful in communicating their ideas. Inconsistencies may relate to spelling, level of formality, language conventions, formatting, or language features.   * communicating information, and expressing ideas and opinions   For example, the student writes for the review text type:  *Ki taku titiro he kiriata pai tēnei mō ngā tamariki. Nā te mea ka tū a Pai hei kaiārahi mō tōna iwi. Ki a au ko te wāhanga pai rawa atu o te kiriata te kitenga o Pai, tana koro me tōna pāpā i runga i te waka. He pai tēnei ki ahau nā te mea kua whai oranga te whānau me te iwi.*  *The examples above are indicative samples only.* | Waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro.  The student produces convincing crafted writing on a range of topics from the exploratory world by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 450 words in total across the two examples * using writing conventions accurately. For example: macrons, punctuation, capitalisation, and paragraphing * showing development of the information and ideas included, giving examples and explanations, and justifying opinions * using vocabulary and a variety of language that is appropriate for purpose and audience * deliberately selecting language features to use that are relevant to the text type and audience such as imagery, comparisons, kīwaha, whakataukī relevant to the task * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience   The student is able to communicate their ideas. Inconsistencies relating to spelling, level of formality, language conventions, formatting, or language features, do not significantly interfere with communication.  For example, the student writes for the review text type:  *Kua whakakiriatatia te pukapuka rongonui o Witi Ihimaera. Nā Niki Caro i tuhi anō te pukapuka hei kiriata. Ki ahau nei ko tēnei te tino kiriata o te tau. Ahakoa he taiohi, he pakeke rānei e ōrite ana ngā whakaaro. Ahakoa ngā raruraru ka tū tōtika a Pai, he tauira tēnei mō mātou ngā taiohi.*  *The examples above are indicative samples only.* | Waihanga tuhinga auaha kia whai hua ngā whakaaro, i te reo o te ao torotoro.  The student produces effective crafted writing from a range of topics from the exploratory world by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 450 words in total across the two examples * using writing conventions accurately. For example: macrons, punctuation, capitalisation and paragraphing * showing development of information, ideas and opinions that is controlled, integrated and sustained * skilfully selecting and effectively using a range of language and language features to hold the attention of the audience   demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience   * skilfully selecting and effectively using a range of language and language features to hold the attention of the audience * using appropriate vocabulary and language features from levels up to and including level 7 of the Curriculum for Teaching and Learning Te Reo Māori in English-medium schools.   The student is able to communicate their ideas despite minor inconsistencies relating to spelling, level of formality, language conventions, formatting, or language features.  For example, the student writes for the review text type:  *Kātahi anō ka puta mai tēnei kiriata ki ngā whare pikitia o Aotearoa, puta noa i te ao whānui hoki. Ka roa mātou e tatari ana mō te putanga mai o tēnei taonga. E pupū ake ana te aroha i te kitenga atu ki ngā kanohi Māori i roto i te kiriata. Ki tōku whakaaro he kiriata whakamīharo tēnei.*  *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.