

This task requires internet access, digital video recording or video conferencing tools.

Remote Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91651

Standard title: Kōrero kia whakamahi i te reo Māori o te ao whānui

**Credits:** 6

Resource title: He taumata kōrero

**Resource reference:** Te Reo Māori 3.2AR v2

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| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote 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 | April 2020 Version 2  To support remote internal assessment during the COVID-19 pandemic |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-5-2020-91651-01-6467 |
| 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 remote 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 evidence of a student’s speaking in te reo Māori in different contexts and for different purposes.

Students should submit two pieces for assessment at the end of the assessment period.

Students will be assessed on how confidently and effectively they can speak on a range of topics from the less familiar world.

At this level, contexts should reflect *te ao whanui,* and focus on issues at a societal, national or international level. Students are expected to demonstrate deeper thinking through inquiry, research, evaluation, and creativity.

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

Students should have the opportunity to receive feedback, edit, and revise their speaking samples before final submission. Students should either make a digital video recording of their speaking and submit it via an appropriate online platform or connect with their teacher via a video conferencing tool such as Zoom to deliver their final speech(es) for assessment. Teachers should record these sessions for moderation purposes, if possible, or make detailed notes during the student’s performance as evidence on which to base their final grade judgement.

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

Digital video camera .

Zoom-type video conferencing platform

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 66-67 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 activity requires you to show evidence of you speaking in te reo Māori in different contexts and for different purposes, and to submit two pieces for assessment. These should be recorded for assessment and moderation purposes either by you, before submission, or by your assessor, during your speech presentation, via an online video conferencing platform that allows digital recording

You are going to be assessed on how confidently and effectively you use te reo Māori on a range of topics from the less familiar world, that is, topics that are beyond your immediate personal experience. Your speaking should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).

Your evidence will add up to a combined total of at least five 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. This could occur during a phone call, in online video conferencing or facilitated through an online learning platform which enables you to record, store and share examples of you speaking in te reo Māori.There may also be the opportunity for peer feedback if other members of your class have access to the same digital tools.

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 speaking activities from the list below:**

Presentation

Present an issue or event that you have researched. Ensure that your presentation has clear purpose and structure, and that it includes an evaluation of the information you collected.

Kōrero paki

Present your own version of a pūrākau or pakiwaitara in the style of a kōrero paki to an audience.

You can either create your own story, or modify a story that you know. Modifications could include:

* changing the setting (e.g. mai i neherā ki nāianei)
* adding a prequel (e.g. e hia kē ngā tau ki mua)
* adding a sequel (e.g. e hia kē ngā tau ki muri)
* adding a character (e.g. he teina nō Māui)
* changing the outcome of the story

**Persuade or give a point of view**

Select ONE statement from the following list. Develop an argument or express a point of view, agreeing or disagreeing with the statement. Support your argument with reasons.

1. “Social networking sites (such as Facebook) devalue real friendship.”
2. “Cultural tourism will lead to the devaluing of Māori culture.”
3. “You don’t need school qualifications if you want to have a professional sporting career.”
4. “There is no value in learning traditional Māori myths and legends.”

Teacher note: These topics are suggestions only and can be adapted to align with your teaching programme as long as they meet the Achievement Objectives of level 8.

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

* use language to communicate information, ideas and opinions
* give opinions that are justified using relevant supporting evidence to develop arguments in a way that is controlled and integrated
* connect and develop your ideas using explanations, relevant details and examples in a deliberate/well-planned way
* deliberately and skilfully use language features appropriate to the task to hold the attention of the audience
* 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

Assessment schedule: Te Reo Māori 91651 – He taumata 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 Māori o te ao whānui.  The student uses te reo Māori to speak on a range of topics from the less familiar world by:   * providing two examples of speaking in te reo Māori from different contexts and for different purposes * speaking audibly for a minimum total of five minutes across the two examples * developing some ideas and/or information, through the use of explanations, relevant details, or examples * giving opinions with some justification where appropriate * using language features relevant to the task such as imagery, comparisons, kīwaha, or whakataukī * using appropriate body language such as actions, gestures, movements and intonation * demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience * speaking on the topic without pauses that significantly affect fluency.   Despite inconsistencies that may get in the way at times, the student is generally successful in communicating their ideas, using language that is generally fit for purpose and audience. Inconsistencies may relate to language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed, audibility, stress, tones, etc.  For example, in the *kōrero paki* the student says:  I tae a Māui ki te kāinga o Taranga i te pokapū o Tāmaki-makau-rau. E tū ana tōna whare i te taha o te ara tereina.  *The examples above are indicative samples only.* | Kōrero kia whai kiko i te reo Māori o te ao whānui.  The student uses te reo Māori to speak convincingly on a range of topics from the less familiar world by:   * providing two examples of speaking in te reo Māori from different contexts and for different purposes * speaking audibly for a minimum total of five minutes across the two examples * developing and connecting ideas and/or information through the use of explanations, relevant details, or examples * giving opinions that are justified using relevant supporting evidence where appropriate * deliberately using appropriate language features relevant to the task such as imagery, comparisons, kīwaha, or whakataukī to support and enhance information, ideas or opinions * using appropriate body language such as actions, gestures, movements and intonation to enhance speaking * demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience * speaking on the topic with natural pronunciation, stress, rhythm, and pace.   The student communicates their ideas, using a range of language that is fit for purpose and audience. Inconsistencies do not significantly interfere with communication.  For example, in the *kōrero paki* the student says:  I tae atu a Māui ki te kāinga o tōna whaea i te pokapū o Tāmaki-makau-rau. Ko tōna whare e tū ana i te taha o te ara tereina. Ānini ana tōna māhunga i te haruru o ngā tereina e haere ana.  *The examples above are indicative samples only.* | Kōrero kia whai hua i te reo Māori o te ao whānui.  The student uses te reo Māori to speak confidently and effectively on a range of topics from the less familiar world:   * providing two examples of speaking in te reo Māori from different contexts and for different purposes * speaking audibly for a minimum total of five minutes across the two examples * developing and integrating ideas relevant to the text type effectively through the use of explanations, detail, or examples * giving opinions that are justified using relevant supporting evidence to develop arguments in a way that is controlled and integrated * confidently and successfully using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) to create a desired effect and to hold the attention of the audience * using appropriate body language such as actions, gestures, movements and intonation to enhance speaking * demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience * confidently speaking on the topic with natural pronunciation, stress, rhythm, and pace.   Despite minor inconsistencies, the student successfully communicates their ideas/message, using a range of language that is consistently appropriate to the task and intended audience.  For example, in the *kōrero paki* the student says:  I te taenga atu ki te whare o tōna whaea ka rangirua ngā whakaaro a Māui. E hia kē ngā tau e rapu ana te tipua nei i tōna kāinga tūturu. Ka ahatia ināianei? Ka rongo ia i te māharahara, i te wehi i roto i a ia. Kātahi rā, ka huakina te tatau.  *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.