

Internal Assessment Resource

Te Reo Māori Level 1

This resource supports assessment against Achievement Standard 91085 version 3

**Standard title:** Whakarongo kia mōhio ki te reo o tōna ao

**Credits:** 6

Resource title: Āta whakarongo mai

**Resource reference:** Te Reo Māori 1.1B v4

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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 4To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2017-91085-04-4708 |
| 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: 91085

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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 Achievement Standard Te Reo Māori 91085. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

This resource has been provided in English to ensure that all students, including second-language learners, understand the instructions.

Context/setting

This assessment activity consists of two parts that require students to provide evidence that they can understand spoken Māori in familiar contexts.

Students will be assessed on how well they can recognise comprehend spoken Māori. . The intention is that students will be assessed on spoken language that they have encountered as part of the teaching and learning programme. Students need to be given written notification about the way that assessment will be carried out.

You will need to select or create spoken texts in te reo Māori that ensure that achievement at each level of the standard is possible. The activities provided are only examples to show how listening evidence can be collected. To ensure the authenticity of student responses, the activities cannot be used without significant re-contextualisation, as the scripts and indicative responses are available on-line. Each task will require the development of evidence statements for recontexualised tasks.

You must make a single holistic judgement across the two pieces of evidence (do not give the students two separate grades). **Note**: the assessment schedule has judgement statements as a guide to help make an overall judgement for parts 1 and 2.

Conditions

This assessment task is to be done individually in the classroom. Responses need to be in English.

Resource requirements

Teacher resources and student response sheets are included with this resource.

Additional information

Follow your school’s internal guidelines for storing student work for moderation purposes.

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>

Teacher resource 1: Voicemail

Give each student a copy of student resource 1.

This activity could easily be adapted for a range of contexts.

Read the following to the students

“Hinerangi” has left voicemail messages for four different people: her husband, her sister, a friend, and her teenage son.

I’m going to read each message out. Try and identify who the message is for, giving a reason why you think this is the person. Each message mentions a problem of some kind. You are also to identify the problem and the solution.

Write this information on the student response sheet in front of you.

I’ll read each message three times.

* The first time, I’ll read the message as a whole.
* The second and third times, I’ll read the message in sections, with a pause after each.

As you listen, you can make notes if you wish.

**Message one**

Kia ora, ka hoki tōmuri ahau ā te pō nei, nā te mea e tiki ana ahau i a Whaea Arihia. Ka hoki mai māua ā te whitu karaka.  Ka āhei koe ki te whakareri kai mā tātou? He nui ngā kai i roto i te pouaka makariri hei whakarite, e taku hoa pūmau. Ka kite.

**Message two**

Kia ora, kāore ahau e wātea ki te haere ki tō taha ki te hoko kākahu i tēnei ahiahi. I whara a Hinemārie i te poitarawhiti i tēnei ata. Kei te hohipera mātou, kua whati pea tōna ringa matau. Me haere tāua ā tērā Rāhoroi mehemea e wātea ana koe? Me haere tāua ki te kapu tī ki te kōrerorero hoki. Ka kite.

**Message three**

Kia ora. Aroha mai, kāore ahau e wātea ana ki te haere atu ki te wharekai hei whakanui i tō rā whānau hei te pō o te Rāmere. I puta mai tētahi raruraru i te mahi. Me haere ahau ki tētahi hui ki Ōtautahi. Ka waea atu ahau ki a koe i tōku hokinga mai ki te kāinga. Tuku atu aku mihi ki te whānau. Noho ora mai!

**Message four**

Kia ora, kei te hiahia koe ki te haere ki te whutupōro ā te ahiahi o te Hātarei?  Kua eke tōku tino tīma ki te whiringa whāiti o te whakataetae ā-rohe. Tukua mai he pātuhi, he waea rānei mehemea e wātea ana koe. Māku ngā tikiti e hoko mā tāua! Mēnā kāore koe i wātea ka haere māua ko Pāpā. Ka Kite.

Teacher resource 2: Te Haerenga

Give each student a copy of student resource 2.

This activity could easily be adapted for a range of contexts.

This activity requires students to listen to information the teacher is giving about a planned te reo Māori class trip and to identify key information.

Read the following to the students

In the passage I am about to read, you will hear a teacher giving instructions about a planned te reo Māori trip. Your task is to identify key information and write it on the response sheet in front of you.

I’ll read the passage three times:

* The first time, I’ll read the passage as a whole.
* The second and third times, I’ll read the passage in sections, with a pause after each.

As you listen, you can make notes if you wish.

Ā te Rāapa, te 25 o Pipiri, e haere ana koutou, ngā akomanga reo Māori ki te whare taonga hei whakanui i a Matariki. Ka huihui tātou i mua i tēnei akomanga ā te haurua mai i te waru karaka. Hei te iwa karaka ka hīkoi tātou ki te tūnga pahi kei te Tiriti o Ngahere. He mahi pai mō te hauora te hīkoi. Hei te hauwhā mai i te iwa karaka ka wehe atu te pahi. Ki te tae tūreiti koe ki te kura me haere torotika ki te tūnga pahi.

He rā tino nui. Ka peka atu tātou ki te whakakitenga mō Matariki i te whare taonga. He nui ngā mea ātaahua ka kitea i reira. Kātahi ka peka atu ki te whakakitenga mō ngā iwi nō Te Moana nui a Kiwa. Kei reira ngā taonga tino tawhito nō Hāmoa. Whai muri i tērā, ka puta atu tātou ki waho i te whare taonga ki te kai tina. Me mau mai he kai, he inu hoki mō taua rā. Kāore tātou e haere ana ki te wharekai i reira, nā te nui o te utu mō ngā kai.

Whai muri i te tina ka haere tātou ki te rūma whakaata ki te mātakitaki i tētahi kiriata mō Matariki, ā, whai muri i tērā, ka wātea tātou ki te torotoro haere i ngā papa e toru o te whare taonga. Kī tonu te whare taonga ki ngā mea whakamīharo. Ka huihui anō tātou ā te haurua mai i te rua karaka i te tomokanga. Ka hoki tātou ki te kura mā runga pahi.

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Student instructions

Introduction

This assessment task has two parts. Each involves listening to a short passage or passages, and carrying out a related task.

In each case, you are aiming to show that you have understood what you have just listened to. You will be assessed on the quality of your understanding.

The two parts of this listening assessment will not be individually graded; rather, you will be given an overall grade based on the evidence across the two parts.

This is an individual, in-class assessment task.

Teacher note: Add dates here for the two parts of this assessment.

Task

Part 1: Voicemail messages

Follow your teacher’s instructions.

Write your responses on the formatted sheet.

Give the response sheet to your teacher when you have finished.

Part 2: Te Haerenga

Follow your teacher’s instructions.

Write your responses on the formatted sheet.

Give the response sheet to your teacher when you have finished. Student resource 1: Voicemail messages

**Student name**

Message one

Problem:

Solution:

Who the message is probably for:

Reason:

Message two

Problem:

Solution:

Who the message is probably for:

Reason:

Message three

Problem:

Solution:

Who the message is probably for:

Reason:

Message four

Problem:

Solution:

Who the message is probably for:

Reason:

Student resource 2: Te Haerenga

**Student name**

1. When and where is the school trip?

2. What arrangements have been made to get to the destination on the morning?

3. What are five places the class will go to, and what will they do at each one? (Provide as much detail as you can.)

Listening notes

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| Assessment schedule Part 1: Voicemail

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| Judgements |
| Achievement Whakarongo kia mōhio ki te reo o tōna aoThe student shows understanding / is able to make sense of the text.The student:* correctly identifies the problem and the solution in at least two messages
* identifies at least one valid reason for the person selected.
 | Achievement with MeritWhakarongo kia mārama ki te reo o tōna aoThe student selects relevant information, ideas and opinions from the text and is able to communicate them clearly.The student:* correctly identifies the problem and the solution in at least three messages
* identifies two valid reasons for the people selected.
 | Achievement with ExcellenceWhakarongo kia mātau ki te reo o tōna aoThe student selects and expands on, with supporting detail, relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.The student:* demonstrates thorough understanding
* correctly identifies the problem and the solution in all four messages
* identifies at least three valid reasons for the person selected.
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| Evidence (expected responses) |
| **Message 1****Problem:** Hinerangi will be home late tonight because she is collecting Aunty Arihia and she needs someone to cook dinner.**Solution:** Could (the listener) prepare dinner; there is lots of food in the fridge to make dinner.**Who the message is probably for:** Husband. **Reason:** Because they live in the same house, so someone she lives with would cook tea. Also she uses the term “Hoa pūmau” indicating she is talking to her partner / husband. |
| **Message 2****Problem:** Hinerangi is not able to go shopping this afternoon as Hinemārie was injured at netball this morning. They are at the hospital as she has broken her right arm.**Solution:** She tries to re-schedule for next Saturday if that is possible/ok.**Who the message is probably for:** Friend.**Reason:** You would not have to arrange shopping with your daughter or partner by phone. |
| **Message 3****Problem:** Hinerangi is apologising for not being able to attend a birthday dinner at a restaurant on Friday night as a problem has arisen at work and she has to go to a meeting/hui in Christchurch. **Solution:** She will ring the person when she gets back. She sends birthday wishes.**Who the message is probably for:** Sister. **Reason:** She would not need to ring her immediate family when she got back as they would be at home. She is related as she said, “Say ‘Kia ora’ to the whānau”, indicating it is her whānau, too. |
| **Message 4****Problem:** Hinerangi wants to go to the football game on Saturday as her favourite team has made the regional finals.**Solution:** If someone wants to come they should text or ring her so she can buy the tickets.**Who the message is probably for:** Son.**Reason:** She says if you are not available I will go with your father. |

Assessment schedule Part 2: Te Haerenga

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| Judgements |
| Achievement Whakarongo kia mōhio ki te reo o tōna aoThe student shows understanding / is able to make sense of the text.The student provides at least eight correct responses. | Achievement with MeritWhakarongo kia mārama ki te reo o tōna aoThe student selects relevant information, ideas and opinions from the text and is able to communicate them clearly.The student provides at least twelve correct responses. | Achievement with ExcellenceWhakarongo kia mātau ki te reo o tōna aoThe student selects and expands on, with supporting detail, relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.The student demonstrates thorough understanding.The student provides at least fourteen correct responses. |
| Evidence (expected responses) |
| **1. When and where is the school trip?*** Wednesday, 25 June
* To the museum.
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| **2. What are the arrangements to get to the destination on the morning of the trip?*** At 8.30 meet in front of the classroom
* At 9.00 walk to the bus stop on Ngahere /Forest Street
* 9.15 bus departs
* If you arrive to school late, go straight to the bus stop.
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| **3. Places*** Matariki exhibition
* Pacific section
* Outside of the museum
* Viewing room
* Entrance.
 | **3. What they will do there?*** See many beautiful things
* See the ancient treasures of Samoa
* Eat lunch with food and drink brought from home
* See a film on Matariki
* Meet before getting on the bus.
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Assessment schedule: Te Reo Māori 91085 Āta whakarongo mai

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Whakarongo kia mōhio ki te reo o tōna aoThe student provides a minimum of two pieces of evidence of their listening skills in Māori. In their responses to the spoken texts, the student demonstrates that they:* recognise and understand some of the ideas
* are beginning to recognise the meaning of spoken Māori up to, and including, level 6 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.*
 | Whakarongo kia mārama ki te reo o tōna aoThe student provides a minimum of two pieces of evidence of their listening skills in Māori. In their responses to the spoken texts, the student demonstrates that they:* recognise and understand most of the ideas
* generally understand the meaning of spoken Māori up to, and including, level 6 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.*
 | Whakarongo kia mātau ki te reo o tōna aoThe student provides a minimum of two pieces of evidence of their listening skills in Māori. In their responses to the spoken texts, the student demonstrates that they:* understand all the main ideas and the details
* fully understand the meaning, purpose, and finer points of spoken Māori up to, and including, level 6 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.*
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.  |