6

Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91654

Standard title: Waihanga tuhinga whai take i te reo Māori o te ao whānui

**Credits:** 6

Resource title: Whakapuaki whakaaro

**Resource reference:** Te Reo Māori 3.5A v2

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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 2  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91654-02-6359 |
| 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 students to produce 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 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 they can present ideas based on research and evaluation, and their ability to be creative (either with language or content).

Examples of text type include research reports, short stories, and persuasive texts.

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

A minimum of 600 words across the two pieces of writing.

The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date prior to the summative assessment 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. Teacher feedback and feed forward on student’s drafts should be holistic to ensure the final product remains a true representation of the student’s ability. More than one opportunity for feedback could compromise the authenticity of student’s work. k. 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 monitor student progress. 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.

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 less familiar world, that is, topics that are beyond your immediate personal experience. Your writing should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).

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

Task

You must have a minimum of 600 words in total across the two texts you submit.

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.

Unmodified extracts from an external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.The writing will take place thoughout the year, during or at the conclusion of a relevant programme of work.

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 demonstrate you can present ideas based on research and evaluation, and your ability to be creative, either with language or ideas.

Teacher note: Insert the final date for submission here

**Choose ONE of the writing activities from Part A and ONE from Part B to complete:**

**Part A**

***Research an issue or event***

Select ONE topic from the list below. Research the topic and present your findings.

1. Māori broadcasting (select either radio or television)

* What factors/steps contributed to its emergence?
* Identify what you consider to be the most successful strategy used.
* Describe and explain one successful strategy.
* What impact has Māori radio (or television) had on the revitalisation of te reo Māori? Justify your opinion with supporting evidence

1. A significant event that had an impact on Māori in the 19th or 20th century

* Write a brief outline of the event.
* What impact did the event have on Māori?
* Explain why you selected this event and justify your viewpoint with reasons

1. A significant Māori leader of the 19th or 20th century

* Write a brief summary of important biographical information.
* Select one example of an action that showed this leader’s quality.
* Explain why you selected this leader and justify your viewpoint with reasons

1. A contemporary issue

* Write about a significant contemporary issue affecting Māori.
* Identify the different viewpoints of the people involved.
* Which viewpoint do you support and why?

1. The Marae

In your opinion, does the marae still play a central role in Māori life?

* 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.
* **Part B**

***Creative writing***

Select ONE of the following suggestions as the basis for a piece of crafted creative writing.

1. Write your own original story involving patupaiarehe or taniwha, observing the traditional conventions for this type of kōrero.
2. Write a prequel or sequel to a well-known myth or legend.
3. Choose a significant event in New Zealand history and imagine that you were there at the time. Write about it using first-person narration.
4. Write an original story in a particular genre or mode (for example, humorous, scary and/or supernatural, or fable).

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 writing, which includes the way you:

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

Assessment schedule: Te Reo Māori 91654 – Whakapuaki whakaaro

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga whai take i te reo Māori o te ao whānui.  The student produces purposeful crafted writing on a range of topics from the less familiar world by:   * providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 600 words in total across the two examples * developing some ideas and/or information, through the use od explanations, relevant details, or examples * giving opinions with some justification where appropriate * using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) that are appropriate for the purpose of the task and intended audienceusing writing conventions accurately. For example: macrons or long vowels, punctuation, capitalisation, and paragraphing   demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience.  The communication of ideas is achieved overall, although understanding may be hindered in some places by inconsistencies.  For example, the student writes for Marae in Part A:  *Ko te marae he wāhi whakahirahira, me kī te tūrangawaewae o ngāi tāua. He nui ngā take i pēnei ai. Tuatahi ...*  *The examples above are indicative samples only.* | Waihanga tuhinga whai kiko i te reo Māori o te ao whānui.  The student produces convincing crafted writing on a range of topics from the less familiar world by:   * providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 600 words in total across the two examples * using writing conventions accurately. For example: macrons or long vowels,, punctuation, capitalisation and paragraphing * developing and connecting ideas relevant to the text type through the use of explanations, detail, or examples * giving opinions that are justified using relevant supporting evidence where appropriate * deliberately using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) appropriate for the purpose of the task and intended audience * demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience.   The communication of ideas is achieved, and understanding is not significantly hindered by inconsistencies.  For example, the student writes for Marae in Part A:  *Ko te marae te whatumanawa o te reo rangatira me ōna tikanga, he taonga tuku iho. E tika ana te whakataukī, ‘e kore au e ngaro te kākano i ruia mai i Rangiātea’ ...*  *The examples above are indicative samples only.* | Waihanga tuhinga whai hua i te reo Māori o te ao whānui.  The student produces effective crafted writing from a range of topics from the less familiar world by:   * providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 600 words in total across the two examples * using writing conventions accurately. For example: macrons or long vowels, , punctuation, capitalisation and paragraphing * 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 * demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience.   The communication of ideas is achieved, and understanding is not hindered by inconsistencies.  For example, the student writes for Marae in Part A:  *Ko wai te taurekareka i kōrero pēnei ai? He tangata kore mōhio, kāore e kore, he tangata e noho ana i te ao Pākehā. Kua tae atu tēnei tangata heahea ki te marae kia kite ai i ngā āhuatanga i reira …*  *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.