

Internal Assessment Resource

EXPIRED

Languages Level 1

This resource supports assessment against:

Achievement Standard 90877 version 2

Standard title: Write a variety of text types in Cook Islands Māori on areas of most immediate relevance

**Credits:** 5

Resource title: A Writing Community

**Resource reference:** Languages 1.5B v5 Cook Islands Māori

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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 | March 2017 Version 5  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-03-2017-90877-05-4744 |
| 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 develop a writing portfolio in which they gather evidence of their ability to write in Cook Islands Māori. The students will keep all of their writing throughout the year and then select a minimum of two pieces of writing that they decide are the best and most effective.

The context of this portfolio is that students create a community that could be:

* real, for example, students keep their own identities within the classroom community
* imagined, for example, students create a village
* virtual, for example, students create a community using avatars.

For this portfolio, a variety of contexts and scenarios for writing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you set a range of writing tasks that are for genuine purposes and that allow students to show their mastery of language (see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>).

Conditions

Students will need to begin writing and storing texts from the beginning of the assessment process (which may be as early as term 1).

You or the students will need to store each piece of writing in a safe and accessible location. See Additional information for some suggestions.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student’s writing meets the communicative purposes of the tasks, the length may vary. A total minimum length of about 300 words is suggested. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit written texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

Students may need access to a computer.

Additional information

Decide at the beginning of the year on a suitable method of storing the writing, for example:

* in a named plastic or manila folder kept at school, for all hard copies
* in a named file on the teacher’s laptop or a suitable school computer, for digital entries
* in a named file in a digital portfolio tool such as a class wiki, blog, or Moodle page.

Examples of text types

Possible writing tasks could include, for example:

* creating an imagined or real identity on a social networking site, for example, Facebook, Bebo, Myspace, Twitter, Ning, blogs
* sharing personal information about characters of the community
* creating an annotated photo album or family tree
* compiling a yearbook about the community
* creating a brochure for homestay accommodation in the community
* planning or reviewing an event in the community
* writing an email or a text to another member of the community
* writing a piece for a community magazine or newspaper, for example, a news story, an advertisement, a review, a weather report, a feature article
* creating promotional material about the community, for example, a brochure, poster, bookmark, DVD, or website
* writing a letter, email, postcard, or invitation
* writing a character description
* giving feedback about a YouTube video or an online auction
* writing rules for home, school, games, sport, the environment, sustainability
* writing interview questions
* writing instructions or a recipe
* writing a story, a plot for a novel, a film or TV script, or a history of the community.

Adapt these to suit your students and context, or use them as a guide to create your own texts.

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Student instructions

Introduction

This activity requires you to write a variety of texts of different types, in Cook Islands Māori. All of your writing will be based on a community that your class will create.

You will complete this work over time, throughout the year. Your teacher will provide specific details.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their writing before their final submission.

You will be assessed on how well you use written Cook Islands Māori to communicate personal information, ideas and opinions in a range of different text types.

Task

During the year, write a variety of texts in Cook Islands Māori to communicate personal information, ideas and opinions.

At the end of the year, select your best work for assessment.

Create a community

As a whole class, create a community. This community could be:

* real, for example, you keep your own identity within the community
* imagined, for example, you create a village
* virtual, for example, you create a community using avatars.

Write texts

Throughout the year, your teacher will provide a range of text types for you to write. All of your writing will be linked to the community you have created.

Possible writing tasks could include, for example:

* creating an imagined or real identity on a social networking site, for example, Facebook, Bebo, Myspace, Twitter, Ning, blogs
* sharing personal information about characters of the community
* creating an annotated photo album or family tree
* compiling a yearbook about the community
* creating a brochure for homestay accommodation in the community
* planning or reviewing an event in the community
* writing an email or a text to another member of the community
* writing a piece for a community magazine or newspaper, for example, a news story, an advertisement, a review, a weather report, a feature article
* creating promotional material about the community, for example, a brochure, poster, bookmark, DVD, or website
* writing a letter, email, postcard, or invitation
* writing a character description
* giving feedback about a YouTube video or an online auction
* writing rules for home, school, games, sport
* writing interview questions
* writing instructions or a recipe

Your teacher will provide written details of the specific text types and scenarios.

Teacher note: Select different text types, as appropriate to the community. Use or adapt the examples to suit your context. Provide written details of the context and scenario throughout the year and in advance of the day the assessment activity takes place.

As you complete these written texts, store them safely as directed by your teacher.

Teacher note: Provide specific instructions to suit your context, for example, in a manila folder or clear file in the classroom, on the school server, or on a class page set up on a digital site such as a blog, wiki, or Moodle page.

At the end of the assessment period, select a minimum of two of your written texts for your final portfolio for assessment.

Select for your portfolio the pieces of your writing you think are the best and most effective. Include a variety of text types, for example, a letter of complaint, a brochure, an article for a magazine, and a book review.

Make sure that in your selected texts your total written contribution is about 300 words. Quality is more important than quantity.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

You may not use the language from the language samples unless it has been significantly reworked.

Assessment schedule: Languages 90877 Cook Islands Māori – A Writing Community

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student writes a variety of text types in Cook Islands Māori on areas of most immediate relevance.  The student provides a collection of at least two examples of written texts.  The student texts are of different text types and are for genuine purposes.  The texts provide a total of about 300 words.  The texts communicate basic personal information, ideas and opinions.  Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.  For example:  A letter introducing yourself to a host family  Kia orana, Ko JaneTaurarii toku ingoa. E taingauru ma itu oku mataiti. Ka aravei tatou i roto nei ia Titema no te mea kua kite au e, e tuatau maana teia no kotou.  The examples above are indicative samples only. | The student writes a variety of text types in convincing Cook Islands Māori on areas of most immediate relevance.  The student provides a collection of at least two examples of written texts.  The student texts are of different text types and are for genuine purposes.  The texts provide a total of about 300 words.  The texts communicate basic personal information, ideas and opinions.  Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The texts show development of the information, ideas, and opinions that is generally credible and connected.  The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.  Inconsistencies do not significantly hinder communication.  For example:  A letter introducing yourself to a host family  Kia orana, Ko Jane Taurarii toku ingoa. E taingauru ma itu oku mataiti. Ka aravei tatou i roto nei ia Titema, to kotou tuatau maana. Ka inangaro au i te oko i tetai au kakau ou noku. Kua akarongo au e, e māmā e te manea te au kakau i kona.  The examples above are indicative samples only. | The student writes a variety of text types in effective Cook Islands Māori on areas of most immediate relevance.  The student provides a collection of at least two examples of written texts.  The student texts are of different text types and are for genuine purposes.  The texts provide a total of about 300 words.  The texts communicate basic personal information, ideas and opinions.  Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The texts show development of the information, ideas, and opinions that is controlled and integrated.  The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.  Inconsistencies do not hinder communication.  For example:  A letter introducing yourself to a host family  *Kia orana, Ko Jane Taurarii toku ingoa. Ka aravei tatou i roto nei ia Titema, to kotou tuatau maana. Ka akapeea, ka apai atu rai au i tetai kakau maana noku?*  Ka inangaro katoa au i te oko i tetai au kakau ou noku. Kua akarongo au e, e māmā e te manea te au kakau i kona. Ka tika kia aere taua tutaka aere i te au toa kakau?  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.