

Internal Assessment Resource

Te Reo Māori Level 1

**EXPIRED**

This resource supports assessment against Achievement Standard 91089 version 3

Standard title: Waihanga tuhinga i te reo o tōna ao

**Credits:** 6

Resource title: He tuhituhinga

**Resource reference:** Te Reo Māori 1.5A 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-01-2017-91089-03-4710 |
| 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 confidently they can craft writing on a range of familiar topics.

At this level, contexts should reflect the familiar world of students and focus on their personal experience. Students are expected to demonstrate that they can communicate about their familiar world.

Examples of text types include reports, narratives, formal or personal letters, instructions, and descriptions.

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 300 words.

The 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 during and in 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 should be negotiated and agreed upon with students, for example, 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 write a variety of texts or different types in te reo Māori. You will complete this work over time throughout the year. Your teacher will provide specific details.

You are going to be assessed on how confidently you can craft writing on a range of familiar topics. Your writing should demonstrate that you can communicate about your familiar world.

You will select two of your written texts for assessment.

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

Include a variety of text types and make sure that in your selected texts your total written contribution is about 300 words or more. Quality is more important than quantity.

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.

This standard requires you to plan, draft, revisit, and edit your work, which results in crafted pieces of writing. 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.

You will write on familiar topics.

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

**Write texts**

Throughout the year, your teacher will provide a range of text types for you to write.

Possible writing tasks could include:

**Report**

* Write an interesting report about an event you have attended/participated in. You might like to include details such as:
	+ where, when and what the event was
	+ your thoughts and opinions of the event
	+ aspects of the event that stood out

**Narrative**

Write an imaginative story following the structure of a narrative with a setting, character/s, plot, conflict and resolution. The main character encounters a problem which they need to solve.

**Instructional Writing**

Write about a favourite recipe in your family. Include the instructions to prepare this dish as well as the reasons why it is special to you and your family.

**Proposal for an event**

Write a proposal to your principal for the planning of an event you would like to organise at your school. You might like to discuss:

* what the idea is
* what will be involved
* costs and equipment needed
* why you think the school should support the proposal
* any similar event you know of

**An interest piece**

Write a piece for your school magazine on a topic that interests you (for example, a sport or hobby

Teacher note: These topics can be adapted to align with your teaching programme as long as they meet the Achievement Objectives of Level 6.

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

* use language to communicate information, ideas and opinions
* develop your ideas using explanations, relevant details and examples
* ensure that there is a clear sequence in the ideas/information expressed, for example, link and organise idea/s to form a planned whole which fits the purpose of the writing
* use formatting and style appropriate to the text type
* use language appropriate to the task
* write language that can be understood and does not have errors that detract from the writing
* use 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 91089 – He tuhituhinga

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga i te reo o tōna ao.The student produces crafted writing on a range of familiar topics by:* providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing, proofreading and editing/reworking of language at a surface level
* writing a minimum of 300 words in total across the different text types
* using writing conventions. For example: macrons, , punctuation, paragraphing, and grammar
* expressing ideas/information/opinions relevant to the task
* linking and organising ideas and details.
* using appropriate vocabulary and language features.

The student is generally successful in communicating 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 report:*Ki ahau, he rawe te rā. Ahakoa te ua, ka harikoa ahau ki te tū i runga i te atāmira. I mau ahau i te moko kauae, te heru, te raukura hoki. Tokomaha ngā tāngata ki reira.**The examples above are indicative samples only.* | Waihanga tuhinga kia whai kiko i te reo o tōna ao.The student produces convincing crafted writing on a range of familiar topics by:* providing examples of two crafted texts in te reo Māori that show evidence of reflection and re-working of language
* writing a minimum of 300 words in total across the different text types
* using writing conventions. For example: macrons, , punctuation, paragraphing, and grammar
* developing most ideas/information/opinions clearly, using explanations, relevant details or examples
* structuring and building on ideas so they are connected to create a coherent whole.
* using appropriate vocabulary and language features.

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 report:*Ki ahau nei, he tino rawe te kapa haka! Ia tau, ka haere taku kura ki tēnei whakataetae whakahirahira. Ko te tūmanako ka wini mātou ā te tau kei te heke mai.* *The examples above are indicative samples only.* | Waihanga tuhinga kia whai hua i te reo o tōna ao.The student produces confident crafted writing on a range of familiar topics by:* providing examples of two crafted texts in te reo Māori that show evidence of refinement through reflection and reworking of language
* writing a minimum of 300 words in total across the different text types
* using writing conventions. For example: macrons, punctuation, paragraphing, and grammar
* effectively developing ideas/information/ opinions using explanations, relevant details or examples to achieve the purpose/aim of the task
* structuring and building on ideas so they are well organised and hold the attention of the reader.
* using a range of vocabulary and language features effectively.

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 report:*Ki ahau nei, kāore he mahi i tua atu i te kapa haka! Ahakoa he poto rawa te wā hei whakarite mō te whakataetae, kua kaha kē mātau ki te whakaharatau kia tū kaha i mua i te minenga.* *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.