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**EXPIRED**

**NCEA Level 1Te Reo Māori**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Reo Māori |
| **Domain** | Whakarongo |
| **Level** | 1 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91085 Te Reo Māori 1.1** |
| **Title** | Whakarongo kia mōhio ki te reo o tōna ao |
| **Number of Credits** | 6 |
| **Version** | 3 |

This achievement standard involves listening to, and demonstrating understanding of, spoken te reo Māori from a range of familiar contexts.

**Curriculum Level**

Tasks should be closely aligned with the Whakarongo Achievement Objectives of 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. They should provide opportunities for students to demonstrate understanding of language in range of different contexts.

At NCEA Level 1, contexts should reflect the student’s familiar world*,* i.e. regularly encountered information, ideas and opinions. Listening texts will relate to personal information and past, present, and/or future experiences. The language of the listening texts should be at the curriculum level 6 with a link to a L6 achievement objective.

Listening proficiency involves the ability to:

• comprehend (understand) the vocabulary and grammar

• listen for intent and the purpose of the listening text

• understand the main ideas and specific information

• identify more subtle or complex details

• infer meaning or draw conclusions with explanations

• process information and respond giving only relevant detail

• justify responses with detail and or explanation drawn (directly or indirectly) from the text.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Good Assessment Practice**

Tasks should provide opportunities for students to demonstrate understanding of language across a range of contexts and for a range of purposes, and enable achievement at all grades.

Students should be assessed on spoken language that they have encountered as part of the teaching and learning programme. Listening is a skill that develops over the year and so the best evidence will be collected in the second half of the year. Students need to be given written notification about listening tasks before the assessment.

**Feedback and Feed Forward**

Throughout the year, give students clear information about the criteria for success in each of their learning tasks and give them specific feedback as they learn, to ensure they clearly understand the criteria and how to meet them.

Feedback and feed forward should focus on what is needed to achieve the standard. Formative feedback may be provided after each individual task. The teacher can feed forward as to what would be needed to reach a grade by referring to the assessment criteria and to exemplar models.

**Sufficiency**

Evidence of at least two listening tasks should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. The final selection is considered as a whole for grade allocation.

As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. Demonstrating a comprehensive understanding may involve expanding on relevant information, ideas and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the listening text.

**Authenticity**

TKI and Youth Guarantee assessment resources should not be used without significant re-contextualisation as the scripts and indicative responses are available on-line.

**For Moderation**

The complete assessment resource is required for moderation. This includes:

* listening texts/passages – either transcripts, recordings or URL for each task
* assessment schedule – fully developed with the expected student responses for each level of achievement.
* student evidence for two listening tasks

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| **Subject Reference** | Reo Māori |
| **Domain** | Kōrero |
| **Level** | 1 |

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91086 Te Reo Māori 1.2** |
| **Title** | Kōrero kia whakamahi i te reo o tōna ao |
| **Number of Credits** | 6 |
| **Version** | 3 |

This achievement standard involves speaking in te reo Māori in a range of familiar contexts.

**Curriculum Level**

Tasks should be closely aligned with the kōrero achievement objectives of 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. They should provide opportunities for students to demonstrate speaking in te reo Māori from range of different contexts.

At NCEA Level 1 contexts should reflect the familiar world of the students*.* Students are expected to demonstrate that they can communicate personal information, facts, and opinions.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Sufficiency of Evidence**

Evidence of at least two pieces of speaking should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level.

Three minutes is the suggested guideline across the speaking evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. Overall judgement will come from a holistic evaluation of the quality of the speaking evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Where a presentation or interaction is made by a group, each person will be assessed individually.

**Collection of Evidence**

Evidence must be audio visual and stored for moderation purposes following current NZQA procedures. Recordings should be carefully produced to ensure quality sound and picture. Evidence must be recorded continuously without breaks or the editing of content that may compromise the integrity of the performance.

**Traditional oratory aspects**

Recited items such as karakia, or traditional oratory aspects such as tauparapara and pepehā, while an integral part of an oratory performance, are not suitable on their own for assessment purposes. The assessed speaking time begins once karakia or mihimihi aspects are completed.

**Prompts**

Communication is the focus of the assessment. Presentation tasks may be supported by prepared notes/cue cards but these cannot be read verbatim/in its entirety. Visual clues such as a picture, images or can be used as a prompt. Aids to memory such as those suggested above should enhance and not detract from the presentation. A reading performance will not meet the standard.

Interactions should allow natural communication. There is a level of spontaneity not apparent in oral presentations. A written script or cue cards may not be used. Authentic context material suitable to the task, for example, a shopping list or map, can be used but the student may not read from it.

**Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of speaking tasks. This may be on the written or oral aspects of the presentation. Feedback should not compromise authenticity but may include suggestions about areas where further development is needed.

Teacher feedback and feed forward on student’s drafts should be holistic to ensure the final presentation remains a true representation of the student’s ability. Feedback should not involve the written or verbal correction of individual errors. More than one opportunity for feedback could compromise authenticity.

To support the natural communication of interactions between students, teacher feedback and feed forward after listening to interactions may improve students understanding of the criteria for future interactions.

Regular discussions and checkpoints can be used to ensure that the work a student presents for assessment is their own. Feedback should not compromise authenticity but may include suggestions about areas where further development is needed. Feedback should not involve the written or verbal correction of individual errors throughout each piece of speaking evidence.

**Environment**

The environment in which the assessment is conducted should facilitate the following aspects:

* minimal distractions to the speaker/s
* audibility of the speaker/s
* adequate space and lighting.

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| **Subject Reference** | Reo Māori |
| **Domain** | Tuhituhi |
| **Level** | 1 |

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91089 Te Reo Māori 1.5** |
| **Title** | Waihanga tuhinga i te reo o tōna ao |
| **Number of Credits** | 6 |
| **Version** | 3 |

**General Guidelines**

This achievement standard involves crafting text in te reo Māori in a range of familiar contexts.

**Curriculum Level**

Tasks should be closely aligned with the tuhituhi achievement objectives of 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.

At NCEA Level 1, contexts should reflect the familiar world of the students*.* Students are expected to demonstrate that they can communicate personal information, facts, and opinions. Texts types at this level include reports, narratives, formal or personal letters, instructions, and descriptions.

Teachers can get further assistance by consulting the teaching and learning guides at <http://seniorsecondary.tki.org.nz>. Clarification for grammar levels that correspond with each curriculum level can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/te-reo-maori/levels/>

**Assessment Opportunities**

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft several pieces in appropriate text types.

Each writing opportunity should include all of the following stages: planning, drafting, revising, editing and proofreading.

**Good Assessment Practice**

Teachers may guide students through the writing process, and ensure that students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to the students’ own writing.

Writing should not be treated as short discrete assessment events. Instead, programme design should ensure that a student’s writing is developed over the year, and then their best examples of writing are submitted for summative assessment.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then ‘parking’ this writing to be revisited later when writing skills have developed further. Writing may be parked at any stage of the planning, drafting, revising, editing and proof-reading process.

**Sufficiency**

Evidence of at least two pieces of crafted text in te reo Māori should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures the assessor has sufficient evidence to attest that a student is working at the specified level. Selection of the evidence for summative assessment should be made by the student in consultation with the teacher.

300 words is the suggested guideline across the written evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. The finished texts may be presented in electronic form or hand written.

The final selection is considered as a whole for grade allocation. Overall judgement will come from a holistic evaluation of the quality of the written evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

**Feedback and Feed Forward**

As students develop their final drafts, the role of the teacher is to support the student to recognise and correct their own mistakes. They may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing.

Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing.

Teacher feedback and feed forward on students’ 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 authenticity.

**Authenticity**

Teachers must develop strategies to ensure student work is authentic in line with school policy.

Regular discussions and checkpoints can be used to ensure that students are working independently and that the evidence presented for assessment is authentic. When considering the authenticity of evidence: ‘the teacher’s knowledge of the student’s work and learning enables the teacher to make judgements about the authenticity of the evidence’ (New Zealand Curriculum pp 39-41).

Resources used to support drafting may include search engines, word lists, grammar texts and dictionaries.

**For Moderation**

All student work, including plans, drafts and final pieces of text are required to be submitted for assessment and moderation purposes. The finished texts may be presented in electronic form or hand written.