

**Māhere Aromatawai/Assessment Schedule – 2017****Te Reo Māori: Tuhi i te reo o te ao torotoro (91287)****Ko ngā Taunakitanga/Assessment Criteria**

Paetae	Kaiaka	Kairangi
Tuhi i te reo o te ao torotoro: <ul style="list-style-type: none"> <li>• ka whakaputa tuhinga e hāngai ana ki te kaupapa</li> <li>• ka whakatakoto whakaaro</li> <li>• ka mārama te ia o te tuhinga.</li> </ul>	Tuhi kia whai kiko i te reo o te ao torotoro: <ul style="list-style-type: none"> <li>• ka whakaara i ngā whakaaro</li> <li>• ka mārama te tuhinga.</li> </ul>	Tuhi kia whai hua i te reo o te ao torotoro: <ul style="list-style-type: none"> <li>• ka whakaniko i ngā whakaaro</li> <li>• ka rere te tuhinga</li> <li>• ka tutuki ngā whāinga o te tuhinga.</li> </ul>

**Kaupapa Tuatahi: Ngā reo e whā.** He mātau koe ki ngā reo e whā; te reo Ingarihi, te reo Hapani, te reo Pāniora me te reo Māori. He aha ngā hua o te kōrero i ngā reo e whā, inarā, te reo Māori?

**Topic One: A speaker of four languages.** You are a person fluent in four languages: English, Japanese, Spanish, and Māori. What are the benefits of speaking four languages, in particular the Māori language?

Paetae	Kaiaka	Kairangi
Candidate: <ul style="list-style-type: none"> <li>• has written in te reo Māori relating to the chosen topic</li> <li>• has expressed their ideas and opinions</li> <li>• has demonstrated an understanding of the gist of the writing</li> <li>• (for P4) has identified 2–3 benefits with minimal supporting details, or written about 1–2 benefits with a few details</li> <li>• (for P4) has provided writing with fewer errors and more structure compared to P3 candidates.</li> </ul>	Candidate: <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has shown depth of thought and meaning in relation to the topic</li> <li>• has expanded on their ideas and opinions</li> <li>• has demonstrated their understanding of the topic</li> <li>• (for KK6) has written clearly, using good grammar and structure</li> <li>• (for KK6) has used kīwaha and whakatauki to support their ideas about the benefits of learning languages.</li> </ul>	Candidate: <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has produced writing that has an outcome, conclusion, or resolution</li> <li>• has expanded further on their ideas and opinions</li> <li>• has produced writing that flows from one idea to the next</li> <li>• has clearly explained their opinions and ideas relating to the topic</li> <li>• (for KR8) has produced a detailed response with minimal errors, good use of grammar, structures, kīwaha and whakatauki to engage and hold the reader's attention</li> <li>• (for KR8) has discussed benefits that are innovative and creative.</li> </ul>

**KIW 0** = No response; no relevant evidence.

**KIW 1** = has demonstrated very little use of te reo Maori.

**KIW 2** = has written in te reo Māori, but the response is not related to the topic.

**Kaupapa Tuarua: He Māngai**

Kua tohua e ngā ākonga o te kura, ngā māngai tokotoru, hei kanohi, hei waha kōrero, mā rātou i te pōari o te kura. Kei te kāhui uiui koe, hei whiriwhiri ko wai ka hua, ko wai ka tohu, i ngā ākonga tokotoru nei hei māngai i te pōari. Tuhia he reta, e whakamārama ana i pēhea tā koutou i whiriwhiri ai i te ākonga e tika ana hei māngai ki runga i te pōari.

**Topic Two: A student's voice**

Students at your school have voted their top three candidates to represent them on the school's Board of Trustees. You are on the panel to select the best of the three candidates to be the student representative. Write a letter explaining how you will select the best candidate.

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<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori relating to the chosen topic</li> <li>• has expressed their ideas and opinions</li> <li>• has demonstrated an understanding of the gist of the writing</li> <li>• (for P4) has identified 2–3 criteria with minimal supporting details, or written about 1–2 criteria with a few details</li> <li>• (for P4) has provided writing with fewer errors and more structure compared to P3 candidates.</li> </ul>	<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has shown depth of thought and meaning in relation to the topic</li> <li>• has expanded on their ideas and opinions</li> <li>• has demonstrated their understanding of the topic</li> <li>• (for KK6) has written clearly, using good grammar and structure</li> <li>• (for KK6) has used kīwaha and whakatauki to support their ideas on how to select a student representative.</li> </ul>	<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has produced writing that has an outcome, conclusion, or resolution</li> <li>• has expanded further on their ideas and opinions</li> <li>• has produced writing that flows from one idea to the next</li> <li>• has clearly explained their opinions and ideas relating to the topic</li> <li>• (for KR8) has produced a detailed response with minimal errors, good use of grammar, structures, kīwaha and whakatauki to engage and hold the reader's attention</li> <li>• Has provided selection criteria that are innovative and creative.</li> </ul>

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**Kaupapa Tuatoru: Toku reo Taketake**

He tumuaki koe o tētahi kura. He tangata mātau koe ki te reo Ingarihi me te reo Māori engari ko te reo Māori tōu reo taketake. He hiahia nō ngā pākeke o te kura, kia whakauruhia atu i te reo Māori me ōna tikanga ki roto i ngā mahi a te kura hei anga whakamua. Koirā i whiriwhiria ai e te pōari ko koe hei Tumuaaki. Whakamāramahia me pēhea te whakatīnanahia i ēnei whakaaro.

**Topic Three: My first language**

You are the principal of a school. You are fluent in English and Māori. Māori is your first language. The school's parents want te reo Māori and Māori culture put into the plan of the school, moving forward. This was one of the main reasons for your appointment as principal. Explain how you will put this plan into action.

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<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori relating to the chosen topic</li> <li>• has expressed their ideas and opinions</li> <li>• has demonstrated an understanding of the gist of the writing</li> <li>• (for P4) has shared 2–3 ideas with minimal supporting details, or written about 1–2 ideas with a few details</li> <li>• (for P4) has provided writing with fewer errors and more structure compared to P3 candidates.</li> </ul>	<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has shown depth of thought and meaning in relation to the topic</li> <li>• has expanded on their ideas and opinions</li> <li>• has demonstrated their understanding of the topic</li> <li>• (for KK6) has written clearly, using good grammar and structure</li> <li>• (for KK6) has used kīwaha and whakatauki to support their ideas on how to include Te Reo Māori in their school.</li> </ul>	<p>Candidate:</p> <ul style="list-style-type: none"> <li>• has written in te reo Māori</li> <li>• has produced writing that has an outcome, conclusion, or resolution</li> <li>• has expanded further on their ideas and opinions</li> <li>• has produced writing that flows from one idea to the next</li> <li>• has clearly explained their opinions and ideas relating to the topic</li> <li>• (for KR8) has produced a detailed response with minimal errors, good use of grammar, structures, kīwaha and whakatauki to engage and hold the reader's attention</li> <li>• Has provided a plan that is innovative and creative.</li> </ul>

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**Ngā Whakatau Iho – Cut Scores**

Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
0 – 2	3 – 4	5 – 6	7 – 8