

**Māhere Aromatawai / Assessment Schedule – 2019****Te Reo Māori: Tuhi i te reo o te ao torotoro (91287)****Ko ngā Taunakitanga / Assessment Criteria**

<b>Kāore i Whiwhi</b>	<b>Paetae</b>	<b>Kaiaka</b>	<b>Kairangi</b>
Kāore ia i te tuhi i te ao torotoro.	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>
Does not write in the language of the exploratory world. The candidate: <ul style="list-style-type: none"> <li>• attempts a piece of writing that may relate to their chosen topic</li> <li>• does not clearly express their ideas and opinions</li> <li>• demonstrates a poor understanding of the topic.</li> </ul>	Writes in the language of the exploratory world. The candidate: <ul style="list-style-type: none"> <li>• produces an essay that relates to their chosen topic</li> <li>• expresses their ideas and opinions</li> <li>• demonstrates understanding of the gist of the writing.</li> </ul>	Writes substantially in the language of the exploratory world. The candidate: <ul style="list-style-type: none"> <li>• expands on their ideas and opinions (i.e. why they have these ideas and opinions, but not in depth)</li> <li>• demonstrates understanding of the writing.</li> </ul>	Writes comprehensively in the language of the exploratory world. The candidate: <ul style="list-style-type: none"> <li>• expands further on their ideas and opinions (reasons for their views are provided in a more detailed explanation)</li> <li>• produces writing that flows from one idea to the next</li> <li>• meets the purpose of the essay.</li> </ul>

**Ngā Whakautu / Evidence**

<b>Kāore i Whiwhi</b>		<b>Paetae</b>		<b>Kaiaka</b>		<b>Kairangi</b>	
<b>KIW1</b>	<b>KIW2</b>	<b>P3</b>	<b>P4</b>	<b>KK5</b>	<b>KK6</b>	<b>KR7</b>	<b>KR8</b>
The candidate: <ul style="list-style-type: none"> <li>• has not met the requirements of the assessment task</li> <li>• has not demonstrated any usage of te reo Māori</li> <li>• has not used basic vocabulary or language features in te reo Māori</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has not met the requirements of the assessment task</li> <li>• has demonstrated little usage of te reo Māori</li> <li>• has made some use of very basic vocabulary or language features in te reo Māori</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has written in te reo Māori on one of the provided topics, but may not have followed the writing style conventions (e.g. the student may have written a conversation instead of a report)</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has written in te reo Māori on one of the provided topics, but may not have followed the writing style conventions (e.g. the student may have written a conversation instead of a report)</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has written on the chosen topic and has adhered to the specific writing genre</li> <li>• has produced writing that is understandable, with effective communication of ideas</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has written on the chosen topic and has adhered to the specific writing genre</li> <li>• has produced writing that is understandable, with effective communication of ideas</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has produced a comprehensive piece of writing on the chosen topic, and has shown a thorough understanding of the genre of writing</li> <li>• has produced writing where communication of ideas is extensive</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>• has produced a comprehensive piece of writing on the chosen topic, and has shown a thorough understanding of the genre of writing</li> <li>• has produced writing where communication of ideas is extensive</li> </ul>

<ul style="list-style-type: none"> <li>• has produced writing that is unrelated to the chosen topic</li> <li>• has not conveyed the gist of the topic or shown general recognition of basic language features</li> <li>• has not used writing conventions, grammar, or punctuation</li> <li>• has produced writing of insufficient length.</li> </ul>	<ul style="list-style-type: none"> <li>• has produced writing that has little relevance to the chosen topic</li> <li>• has shown very little general recognition of basic language features</li> <li>• has made very little use of writing conventions, grammar, or punctuation</li> <li>• has produced writing of insufficient length.</li> </ul>	<ul style="list-style-type: none"> <li>• has produced writing that is understandable, and has generally been able to communicate ideas</li> <li>• has produced basic evidence from Levels 5–6 of the curriculum; evidence may be minimal and contain errors; there may be a few words in English for unknown translations, but these are infrequent</li> <li>• has produced simplistic ideas with few details or opinions</li> <li>• has written the required minimum number of words.</li> </ul>	<ul style="list-style-type: none"> <li>• has produced writing that is understandable, and has mostly been able to communicate ideas</li> <li>• has produced a range of basic evidence from Level 7 of the curriculum; evidence may be minimal and contain errors; there may be a few words in English for unknown translations, but these are infrequent</li> <li>• has produced simplistic ideas with few details or opinions</li> <li>• has written the required minimum number of words.</li> </ul>	<ul style="list-style-type: none"> <li>• has used complex evidence from Levels 5–6 of the curriculum</li> <li>• has produced writing with few errors</li> <li>• has produced a response that shows depth and provides detail and / or opinions regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• has used a range of complex evidence from Level 7 of the curriculum</li> <li>• has produced writing with few errors</li> <li>• has produced a response that shows depth and provides detail and / or opinions regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• has used sophisticated evidence from Levels 5–6 of the curriculum</li> <li>• has produced writing with minimal errors</li> <li>• has produced a well-crafted response that is convincing; reasons and opinions are effectively placed and validate the candidate's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• has used a wide range of sophisticated evidence from Level 7 of the curriculum</li> <li>• has produced writing with minimal errors</li> <li>• has produced a well-crafted response that is convincing; reasons and opinions are effectively placed and validate the candidate's ideas.</li> </ul>
KIW 0 = No response; no relevant evidence.		Panel to distinguish between P3 and P4 (and reasons for doing so) according to evidence from all candidates' responses.		Panel to distinguish between KK5 and KK6 (and reasons for doing so) according to evidence from all candidates' responses.		Panel to distinguish between KR7 and KR8 (and reasons for doing so) according to evidence from all candidates' responses.	

### Ngā Whakatau Iho – Cut Scores

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