

Assessment Schedule – 2014

Sāmoan: Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance (90903)

Evidence Statement

Question One: O Lo’u Uso							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information	M5 Evidence given to explain Teuila's inability to slide down the slide with attempt to support	M6 Evidence given t to to explain Teuila's inability to slide down the slide supported by examples / detail.	E7 Identifies three qualities/ evidence and explains each with development / justification	E8 Identifies three qualities of evidence with detail. Able to justify evidence supported by examples / explanations
Specific evidence This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.							
Possible reasons: (A) <ul style="list-style-type: none"> Maualuga tele le fa'ase'ega – ua lē mafai ona fa'ase'e mai l lalo Lē mafai ona pupula, tete ona vae, niniva le ulu E le'l mafai ona ofi i le fa'ase'ega Fefe/ Pala'ai (Scared of heights, fefe i le mamao o le vā o sitepu ma le mutia (B) <ul style="list-style-type: none"> Fiafia – Fa'amalosi: na fai i ai e puna l lalo E te mafaia! Taumafai se isi auala / fesoasoani e mafai ai ona sau i lalo, se'l o'u alu e aumai le faia'oga E le'l tu'ua lona uso ae sa tu ai pea ma fesoasoani i ai – “Aua e te alu!” Lē fiafia: frustrated / angrily / grumpily / impatiently Sau loa i lalo ua tā le logo, the writer commanded / ordered / forced her sister to come down Went angrily / grumpily to get the teacher 							

- (C) Shouts / yells at sibling to come down
- Caring / patience – Tiana never left her sister on her own
 - Encouragement / trust – Tiana ended up going up to slide down together, she put her hands around her as they went down the slide
 - Alofa / Fealofani / Fesoasoani – They do things together (play on the slide / eat their lunch / play together)
 - Concern – suggested different ways to come down
 - Helpful

N Ø No response or no valid evidence

Question Two & Three: Talanoaga a Itūtino							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding / is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information to demonstrate how the writer is similar to the grandmother	M5 Valid information given to show an attempt to support ideas	M6 Valid information given to show similarities with some to support ideas	E7 Identifies valid information to show similarities between with supporting detail	E8 Identifies valid information to show similarities between writer and grandmother with supporting detail / insightful explanation to justify ideas.
Specific evidence This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.							
<p>Vae: A fia vaai mata, e savali vae A fia ai gutu, ua savali vae Ma'l le manava e savali vae E fealua'l ma ave itutino uma</p> <p>Isu; Breathe / Manava i le isu ae manava foi i le gutu</p> <p>Any body part with a valid reason / evidence to support answer</p> <p>Valid Evidence/ Explanation is given to support / not support answer for Question Two Eg: The brain directs/ controls everything, without the brain working every other body part will not function properly There are body parts that aren't necessary for the body to still function e.g: eyes / ears etc</p>							

N Ø No response or no valid evidence

Question Four: Tusi i Matua							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information	M5 Identifies > 3 valid evidence from the text that demonstrates the writer's feelings of being selected to captain Junior Tall Blacks	M6 Identifies 3- 4 valid evidence from the text that demonstrates the writer's feelings of being selected to captain Junior Tall Blacks	E7 Identifies 4-5 valid evidence from the text that demonstrates the writer's feelings of being selected to captain Junior Tall Blacks	E8 Identifies all valid evidence from the text that demonstrates the writer's feelings of being selected to captain Junior Tall Blacks
Specific evidence This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.							
Apology letter to parents from teachers regarding class trip that arrived back late to school and parents were not aware. Writer is unhappy/ disappointed : Sa lagona le fa'anoanoa ina ua o matua fa'asalalau lo latou to'atama'i i le nusipepa Appropriate/ inappropriate – Take a stance and support with a valid reason Eg: Parents have the right to voice their concerns publicly if they feel strongly about it – want to prevent any problems for the future but could first contact the school with their concerns It is not appropriate as parents should have approached the school and discuss with teachers concerned Give stance and explanation for the validity of the reason of the late return of the trip; Agree- the reason was an unexpected / unforeseen situation: E le i atoatoa le pasi Disagree – The bus should've been checked before the trip went							

N Ø No response or no valid evidence

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32