

Assessment Schedule – 2014

Sāmoan: Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance (90906)

Evidence Statement

Question One: O le tinā o lo’u tinā							
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 for how her grandmother has helped to bring her up	M6 Evidence given for how her grandmother has helped to bring her up	E7 Identifies three examples of evidence and explains each with development / justification	E8 Identifies three examples 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.							
Achievement Identifies one or two examples of evidence of how grandmother has raised the writer Possible examples: <ul style="list-style-type: none"> mā te nonofo ae se'i o o'u matua e faigaluega fa'apea lava a'u o lo'u tinā lea Sili lava ona ou manatua ana tala mālīe e fa'amatala pe a ma nonofo e pei o le tala i le mafua'aga o le la'au o le niu/ o tala o le Tusi Paia A'oa'o la'u faitau o mata'itusi Faia le upu fa'afetai ma le upu fa'amolemole' a'oa'o a'u i le faiga o le tatalo mo mea 'ai ma le tatalo a le Ali'i. 							
Achievement / Merit Three relevant examples / evidence of grandmother's contribution to raising the writer. Two of these are developed with explanation / justification <ul style="list-style-type: none"> Tausiga / Childcare: (mā te nonofo ae se'i o o'u matua e faigaluega) A'oa'oga / Teaching / Education: (sili lava ona ou manatua ana tala mālīe e fa'amatala pe a ma nonofo e pei o le tala i le mafua'aga o le la'au o le niu, o tala o le Tusi Paia, a'oa'o la'u faitau o mata'itusi, faia le upu fa'afetai ma le fa'amolemole') Olaga fa'aleagaga / Ta'ita'iga fa'aleagaga / Spiritual Guidance: (a'oa'o a'u i le faiga o le tatalo mo mea 'ai ,a le tatalo a le Ali'i. 							
Excellence Three relevant examples / evidence that are each developed with explanation / justification <ul style="list-style-type: none"> Tausiga / Childcare: (mā te nonofo ae se'i o o'u matua e faigaluega) 							

- **A'oa'oga/ Teaching/Education:** (sili lava ona ou manatua ana tala mālie e fa'amatala pe a ma nonofo e pei o le tala i le mafua'aga o le la'au o le niu, o tala o le Tusi Paia, a'oa'o la'u faitau o mata'itusi, faia le upu fa'afetai ma le fa'amolemole')
- **Olaga fa'aleagaga/ Ta'ita'iga fa'aleagaga/ Spiritual Guidance:** (a'oa'o a'u i le faiga o le tatalo mo mea 'ai ,a le tatalo a le Ali'i).

N Ø No response or no valid evidence

Question Two: O le tinā o lo'u tinā							
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 similarities between writer and grandmother with an attempt to support ideas	M6 Valid information given to show similarities between writer and grandmother with some to support ideas	E7 Identifies valid information to show similarities between writer and grandmother 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.							
<u>Achievement</u> Identifies one - two similarities between writer and grandmother: <ul style="list-style-type: none"> “ O lo'u poto ia i le matou vasega.” Poto - “Fai mai lo'u tinā ou te so'o i le olomatua” A behaviour/ characteristic that has been learnt from grandmother from Question 1 (a'oa'o la'u faitau o mata'itusi, faia le upu fa'afetai ma le fa'amolemole, tatalo l le taeao, tatalo mo mea 'ai ma le tatalo a le Ali'i) <u>Achievement / Merit</u> Similarities identified with an attempt to explain or support answer: Sili/ Poto i le vasega / Atamai - Fai mai lo'u tinā ou te so'o i le olomatua Fa'aaloalo – a'oa'o upu o le fa'amolemole ma le fa'afetai Talitonuga fa'aleagaga – fai tatalo o mea ai ma le tatalo a le Alii							
<u>Excellence</u> Similarities identified with detailed explanation or supporting detail: Sili/ Poto i le vasega / Atamai - Fai mai lo'u tinā ou te so'o i le olomatua auā na a'oa'oina le tusitala ina ia iloa faitau mata'itusi mai le fa o ona tausaga. Fa'aaloalo – a'oa'o upu o le fa'amolemole ma le fa'afetai – Na a'oa'oina le tusitala ina ia amio fa'aaloalo, o fa'ata'ita'iga ia a lona tinā matua lea o lo'o tumau ai le tusitala Talitonuga fa'aleagaga – fai tatalo o mea ai ma le tatalo a le Alii – Na fa'avae le olaga a le tusitala ina ia iloa le Atua i tala o le Tusi Paia fa'apea tatalo. O le a'oaoga lea e tumau ai le tusitala ma e so'o ai o ia i lona tinā matua Alofa – O fa'ata'ita'iga uma na fa'aalia e le tinā matua l lana tausiga i le tusitala e fa'aalia ai le alofa. E fa'apea le alofa e pei ona fa'aalia e le tusitala ina ua tagi ma misia lona tinā matua ina ua la fa'amavae.							

N Ø No response or no valid evidence

Question Three: Kapeteni o le 'au paseketipolo a Tama Uli U'umi Lāiti							
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.							
<u>Evidence</u> <ul style="list-style-type: none"> Fa'aaloalo/ Respect – O se fa'aaloaloga maualuga. E lagona ai lo'u loto maualalo ona o lea tulaga ua ou mauaina Na matou fa'amaonia lava e mafai ona matou tauvā na 'au e sili ona lelei i le lalolagi O le faiga o le haka na ou lagona lava lo'u mimita ona o a'u o le Kiwi / Samoa O se lu'i tele lea mo a'u, le tu e fai le tautalaga e fa'afeiloa'i ai latou uma na auai O se fa'alagona e lē mafai ona ou fa'amatalaina A mae'a a'u a'oga, ou te fia ta'alo paseketipolo fa'apolōfesa, ona ave'a ai lea o a'u ma faia'oga o le gagana Peretania <u>Achievement</u> 2–3 examples of valid evidence							
<u>Merit</u> 3–5 examples of valid evidence							
<u>Excellence</u> 5–6 examples of valid evidence							

N Ø No response or no valid evidence

Question Four: Kapeteni o le 'au paseketipolo a Tama Uli U'umi Lāiti							
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	
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N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of reasons from Dion's life experiences that will support his future plans	M5 Identifies a valid example/ reason from Dion's life experience that supports his future plans. Attempts to explain example with supporting detail	M6 Identifies 2 examples reasons from Dion's life experience that supports his future plans. Attempts to explain example with supporting detail	E7 Identifies 2 - 3 valid examples / reasons from Dion's life experience that supports his future plans. Explains examples with supporting detail	E8 Identifies 3 valid examples / reasons from Dion's life experience that supports his future plans. Explains examples with supporting detail
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/ Examples: <ul style="list-style-type: none"> Being the captain of the Junior Tall Blacks gives Dion the experience of playing basketball at a high level where he plays against international teams. This will equip him with the basketball skills / knowledge to compete / play professionally in the future Having been the captain of the Junior Tall Blacks, he has the experience of – leading others, confidence to speak in public, pride to represent his country, being a role model for others. These attributes / skills can be used for both his professional basketball career or his teaching career. Dion has captained and played basketball, studied at an American University which requires discipline and determination to play well. This shows that he is hardworking/ focused on achieving his goals. These characteristics will enable him to succeed / achieve his career goals in the future. 							

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