**FAQs about internally assessed Te Reo Māori standards and external moderation**

**How many pieces of evidence are required for all Te Reo Māori standards?**

* A minimum of two.

**Can you use a TKI whakarongo resource task without modification?**

* No, there is an authenticity issue.
* TKI and Youth Guarantee assessment resources should not be used without significant re-contextualisation as the scripts and indicative responses are available on-line (Page 3, Level 1 Conditions of Assessment).

**What language is required for responses when assessing Whakarongo standards?**

* English.
* 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. (Page 3, Level 1 Conditions of Assessment).

**Can evidence from the same context or text type (i.e. two letters) be used for assessment?**

* No.
* 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. (Page 5, Level 1 Conditions of Assessment).

**What is the suggested speaking length for Level 1 Kōrero?**

* 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. (Page 5, Level 1 Conditions of Assessment).

**What is a holistic judgement?**

* The overall judgement looking at the quality of the evidence showing the student is working at a level (A, M, E) consciously and reasonably rather than accidentally or occasionally.

**If assessing a pair or group do they both get the same grade for the interaction or discussion?**

* No.
* Where a presentation or interaction is made by a group, each person will be assessed individually. (Page 5, Level 1 Conditions of Assessment).

**Does karakia or mihimihi count as evidence for Kōrero standards?**

* No.
* The assessed speaking time begins once karakia or mihimihi aspects are completed. (Page 6, Level 1 Conditions of Assessment).

**Can a student read from notes or a script for interactions (e.g. a conversation)?**

* No.
* They should be natural. (Page 6, Level 1 Conditions of Assessment).

**Can the kaiako look at student drafts for Kōrero and Waihanga Tuhinga standards?**

* Yes. 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. (Page 6, Level 1 Conditions of Assessment).

**Does the rule of only allowing four hours in class to complete waihanga tuhinga standards still apply?**

* No. 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. (Page 8, Level 1 Conditions of Assessment).

**For moderation of waihanga tuhinga standards do the drafts have to be included too?**

* Yes.
* All student work, including plans, drafts and final pieces of text are required to be submitted for assessment and moderation purposes. (Page 9, Level 1 Conditions of Assessment).

**At NCEA Level 2, do students have to demonstrate they can explore different ideas and perspectives, and give informed opinions?**

* Yes.
* At NCEA Level 2, contexts should reflect te ao torotoro and could focus on matters relating to issues/topics of personal and community interest. Students are expected to demonstrate that they can explore different ideas and perspectives, and give informed opinions. Informed opinions are opinions supported by explanations or evidence. Students are expected to use language up to and including curriculum 7 with a link to a L7 achievement objective. (Page 5, Level 2 Conditions of Assessment).

**Do tasks have to have a link to the curriculum level Achievement Objective and language of the level?**

* Yes.
* For example, students are expected to use language up to and including curriculum 7 with a link to a L7 achievement objective. (Page 5, Level 2 Conditions of Assessment).

**Can kaiako show students annotated exemplars to discuss the criteria of the standard?**

* Yes.

**Why do students have to show evidence from different contexts and text types?**

* It allows students the opportunity to demonstrate language in different contexts and for a range of purposes.

**If the evidence shows the student working at two different levels of performance e.g. Achieved and Merit. How do you make the holistic judgement?**

* Students must show they are consistently working at one performance level.
* For example, for Merit both samples need to be at Merit. (91085 Clarification)

**When modifying a TKI whakarongo task do you have to make a box for Listening Notes?**

* Yes, it is recommended.
* Students should be encouraged to make brief notes of important details rather than trying to capture the whole text in the listening notes boxes. The student can then refer back to the notes when completing their responses for the assessment. (91085 Clarification)

**Can you use the same context to collect evidence for more than one standard?**

* Yes.
* However, the tasks must be distinctly different for the student to achieve both standards, for example for 91086 a speech on a favourite sport and written set of instructions on how to play it, or a live commentary on a game and a written post match report. (91086 Clarification)

**In waihanga tuhinga standards does there have to be evidence the student can use writing conventions?**

* Yes.
* Underpinning the crafted writing standard is the need for students to use appropriate writing conventions.
* Students must use appropriate writing conventions. Depending on the text type, these may include paragraphing, consistent use of macrons or long vowels and punctuation including the correct use of capital letters. Auto formatting errors such as the capitalisation of the letter ‘i’ or the joining of ‘ki te’ need to be corrected as part of the editing process in Word documents.
* Dictionaries and grammar resources need to be used to review writing for accuracy so that the final version reflects writing that has been crafted.
* Language refers to the correct use of grammatical structures, word order, the correct use of tense, pronouns, and vocabulary selection. (91089 Clarification)

**For Level 2 Kōrero can you recite a pūrakau from a public source such as Tautoko as evidence of speaking?**

* No.
* Reciting a pūrākau from a public source such as a Tautoko or Wharekura bulletins will not contribute evidence for the standard. Students are required to construct and deliver an oral presentation using their own language. (91285 Clarification)

**Do students have to show they can express a personal view on all topics they speak or write about?**

* Yes.
* At level 2, students should be able to express a personal point of view on an aspect of the topic. Statements made or views expressed need to be justified with evidence or examples that support the point of view. (91285 Clarification)

**What does it mean to justify an idea?**

* Justify means to give an explanation or reason for an opinion expressed, for example ‘Tino whakaae au ki te whakapae. Tuatahi, ahakoa kāore ngā tangata e mātua mōhio ki tō tātou reo rangatira, nanao rātou i ngā kōrero o ngā tīpuna, ā, ko te take, ki a au, ko te tā moko he waitohu e whakaatuhia ko wai koe, nō hea koe’.

**Can you use Ako Panuku building blocks to produce waihanga tuhinga evidence?**

* No.
* The standard requires students to independently draft, edit and produce the final ‘edited’ texts. The use of templates that over-scaffold the sequence of ideas may not allow students to produce authentic writing. This includes a series of questions or sentence starters that direct student responses. (91288 Clarification)

**When students express an opinion do they need to provide evidence and/or examples to support their point of view?**

* Yes. They need to persuade the reader/ listener of their opinion. (91651 Clarification)
* For research topics at Level 3 is it enough to give facts or recount events?
* No. Students should demonstrate the ability to review, evaluate and express a point of view on their research. (91651 and 91654 Clarifications)