



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Te Reo Māori and Te Reo Rangatira

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Most assessors used the exemplars from the TKI website. The widespread use of website exemplars without modification indicates that assessors are still coming to terms with the requirements of standard based assessment. It is anticipated that when assessors develop more understanding and confidence in the new system, then they will modify the exemplars to suit their own teaching programmes and learners' needs.

It is an advantage for the moderation process for learners' work to be submitted on VHS tape.

90131 *Whakarongo i te reo o tona ao*

90449 *Whakarongo i te reo o ona wheako whaiaro*

90136 *Kōrero i nga horopaki huhua noa*

90443 *Kōrero matatau ki tona ao whanui*

The holistic and encompassing nature of the achievement objectives in *Te Reo Māori i roto i te Marautanga o Aotearoa* has been retained in the Te Reo Māori (TRM) and Te Reo Rangatira (TRR) national standards derived from the national curriculum. The purpose and intent of the standards is grounded in the assessment of learner skills and knowledge about the respective curriculum strand of *whakarongo, kōrero, pānui, mātakitaki*, and/or *whakaatu* selected for use.

This significant feature ensures a 'best-fit capability' of these national standards that gives assessors guidelines for the application of assessment of learning that better suit their own unique characteristics and local settings in a non-prescriptive manner.

Therefore, the selection or development of the assessment activity that gives evidence of learner skills and knowledge to meet the requirements of the standard, and the assessment schedule from which assessment judgements can be made are vital and inter-dependent elements for the use of national standards.

The achievement levels within each Te Reo Māori and Te Reo Rangatira standard provides guidelines for assessment and for the learner's performance that progressively expand and intensify the requirements for the achievement of the standard.