



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

**Te Reo Māori  
&  
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 judgments are at the national standard and are made on the basis of assessment materials 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 judgments 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 assessment material (activity and schedule) used throughout 2005 has been the unmodified Ministry of Education material. This material is usually used appropriately in accordance with the assessment conditions to generate valid learner evidence, and to guide accurate assessor judgments.

Moderation issues have arisen with the limited amount of original assessment design and modified material submitted. These issues occur when:

- the new assessment activity does not provide learners with the opportunity to meet the requirements of the standard
- the activity does not clearly and appropriately state the assessment conditions to meet the standard.

Moderation issues also occur when:

- the new assessment schedule does not provide evidence statements that meet the requirements of the standard
- the schedule does not clearly describe the performance expectations that meet the requirements of the standard.

This year Te Kāhui Whakaōrite has written a set of guidelines in Te Reo Māori and English for schools and providers. These guidelines arise from the following external moderation concerns:

- incomplete packages, in particular work that lacks learner evidence
- inconsistent assessment to meet the requirements of the standard
- learner evidence that demonstrates inappropriate and/or invalid assessment practice
- inaccurate design of new assessment material.

Moderation issues arise when video evidence is provided without clear guidelines about the sequence of learner performance on the recording. An effective assessment practice to address this issue is to record the learner's name and NSN, or a voiceover to provide identification.

It is clear that schools can be supported to do a better job by reporting moderation issues. It is the intention of the Kāhui Whakaōrite that they will also benefit from receiving acknowledgement for successful assessment practice.

### **Whakarongo Achievement Standards**

**TRM 1.1 AS90131: *Whakarongo i te reo o tōna ao***

**TRM 2.1 AS90449: *Whakarongo i te reo o ōna wheako whaiaro***

**TRM 3.1 AS90542: *Whakarongo i te reo o tōna ao whānui***

For these achievement standards, learners must demonstrate listening skill and knowledge, after hearing a short text, by completing a task or set of tasks. Therefore, to meet the requirements of the standard, learner evidence must show that any stated conditions of the assessment activity have been accurately applied.

Achievement, Merit and Excellence grades are based on listening skill and knowledge, demonstrated at increasingly higher levels. Therefore, the assessment schedule must show assessment judgements about learner responses and performance levels (quantity and quality) to meet the requirements of the standard.

Assessment conditions must be demonstrated in learner evidence. For example, when candidates are required to follow a series of instructions to demonstrate listening skill and knowledge, a video recording will provide best evidence of their performance.

Assessors must accurately mark and tally learner worksheets from which a clear assessment judgment is stated.

Assessors are using the assessment schedule effectively as a marking sheet to provide clear evidence of learner achievement.

### **Kōrero Achievement Standards**

**TRM 1.1 AS90132: *Kōrero i te reo o tōna ao***

**TRM 2.1 AS90440: *Kōrero i te reo o ōna wheako whaiaro***

**TRM 3.1 AS90543: *Kōrero i te reo o tōna ao whānui***

**TRR 1.2 AS90136: *Kōrero i ngā horopaki huhua noa***

**TRR 2.2 AS90443: *Kōrero matatau ki tōna ao whānui***

**TRR 3.2 AS90537: *Kōrero kia tū pakari ai***

For these achievement standards, learners must demonstrate speaking skill and knowledge about a set subject, and within set parameters. Therefore, to meet the requirements of the standard, learner evidence must show that any stated conditions of the assessment activity have been accurately applied.

Achievement, Merit and Excellence grades are based on speaking skill and knowledge, demonstrated at increasingly higher levels. Therefore, the assessment schedule must show assessment judgements about learner responses and performance levels (quantity and quality) to meet the requirements of the standard.

Assessment conditions must be demonstrated in learner evidence. The use of cue cards or visual aids must support, but not diminish, the speaking performance. Too often learner evidence presents

a reading performance of an extensive research essay. An effective practice has been to use mind-mapping cue cards which record a limited number of key words on each card. This gives teachers the opportunity to guide and support learners towards presenting an authentic speaking performance.

Kōrero standards can be effectively assessed, both in real time and in review, from a video or DVD recording of the actual learner performance. Such assessment evidence of speaking is essential for the purposes of moderation. Therefore, the condition of equipment and issues of recording process must be addressed beforehand so learner performance is not disadvantaged.

Assessors must accurately mark and tally learner worksheets from which a clear assessment judgment is stated. Assessors have used the assessment schedule effectively as a marking sheet to provide clear evidence of learner achievement.