



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

**Te Reo Māori
&
Te Reo Rangatira**

National Moderator's Report

NATIONAL MODERATOR'S REPORT

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.

General Overall Comment – a brief summary

In general, most of the assessment material (activity and assessment schedule) used has been unmodified Ministry of Education material but there has been a significant increase in the amount of original material that has been used by assessors this year. This material is usually used in accordance with the assessment conditions to generate valid learner evidence and to guide accurate assessor judgments.

Moderation issues have arisen with the original material and modified material submitted. These issues occur when:

- The new assessment activities do 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.

In 2005 a set of guidelines were written by Te Kaahui Whakaōrite for schools and providers. In 2006 there is strong evidence that this guidance has been undertaken to address the following concerns:

- Incomplete packages.
- 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.

Whakarongo Standards

TRM 1.1 90131	Whakarongo i te reo o tōna ao
TRM 2.1 90449	Whakarongo i te reo o tōna ao mōhio
TRM 3.1 90542	Whakarongo i te reo o te ao whānui
TRR 1.1 90135	Whakarongo i ngā horopaki huhua noa
TRR 2.1 90442	Whakarongo ki te reo whaikupu
TRR 3.1 90536	Whakarongo ki te reo kaumātua
7261	Tohu i ngā whakautu
7262	Tohu whakapuaki poto mō ngā take whānui

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

Achievement, Merit and Excellence grades are based on demonstrated listening skill and knowledge at increasingly higher levels. Assessment schedules must show clear criteria for attainment of the pertinent level of achievement. Criteria specifying quality and quantity assist toward accurate assessor judgments.

Learner evidence must demonstrate that the requirements of the standard have been met. With this in mind, assessors must ensure to mark and tally student work, as this is evidence from which a clear judgment will be made. This did not always occur and raised issues relating to the integrity of the assessor judgments.

Kōrero Standards

TRM 1.2 90132	Kōrero i te reo o tōna ao mōhio
TRM 2.2 90440	Kōrero i te reo o tōna ao mōhio
TRM 3.2 90543	Kōrero i te reo o te ao whānui
TRR 1.2 90136	Kōrero i ngā horopaki huhua noa
TRR 2.2 90750	Rangahau, whakarite me te whakaputa whaikōrero
TRR 2.3 90751	Whakaputa i te kōrero tene
7269	Whakarite mihi ki te tangata

For these standards, learners must demonstrate speaking skill and knowledge about a set subject, and within set parameters. To meet the requirements of the standard, learner evidence must show that all assessment conditions have been accurately adhered to.

Achievement, Merit and Excellence grades are based on demonstrated speaking skill and knowledge at increasingly higher levels. Assessment schedules must show clear criteria for attainment of the pertinent level of achievement. Criteria specifying quality and quantity assist toward accurate assessor judgments.

Learner evidence must demonstrate that the requirements of the standard have been met and all assessment conditions have been adhered to. Where the activity permits the use of cue cards or visual aids, these must be used as prompts only. Excessive use diminishes the student's ability to meet the requirements of the speaking standard.

Successful attainment of credit is determined by the standard. The standard does not stipulate a time length (duration) and is specific to the quality of the speaking performance. The difference between Te Reo Māori and Te Reo Rangatira is indicated in the complexity of the standard. A holistic judgment should be made with the following considerations:

- 1) Kōrero content should relate directly to the conditions of the activity.
- 2) Karakia and mihi are unique to Māori and must be retained. Provision should always be made to facilitate the student's delivery of these but this is supplementary to the content required by the instructions of the activity.
- 3) Standard preparation time is 2 weeks except for Kōrero Ohore.
- 4) Use of cue cards/props is restricted to minimal use (IE. Prompting.) The integrity of the Kōrero standard must not be compromised by a reading performance. Tokotoko, rākau, patu and korowai etc, are tāonga Māori and have a unique use in Māori oratory.

Kōrero standards can be effectively assessed, both in real time and in review, from a video or DVD recording of the learner's performance. Assessment evidence of this kind is essential for moderation purposes. Recordings should be carefully produced to ensure quality sound and picture, clear identification of learner's evidence, and that only the learner evidence to be moderated is contained on the video or DVD. Care should also be taken to ensure that video tapes and DVD's are appropriately packaged to prevent damage and disadvantage to the students whose performances are contained on the video tapes or DVD's.

Tuhituhi Standards

TRM 2.5 90757 Hanga tuhinga i te reo o tōna ao mōhio
TRM 3.5 90783 Hanga tuhinga auaha i te reo o te ao whānui
7259 Tuhi kōrero kia hāngai ki tētahi kaupapa

For these standards, learners must demonstrate writing skill and knowledge about a set subject, and within set parameters. To meet the requirements of the standard, learner evidence must show that all assessment conditions have been accurately adhered to.

Learner evidence should be provided through completion of written tasks. Assessors must ensure to mark and tally student work, as this is evidence from which a clear judgment will be made. This did not always occur and raised issues relating to the integrity of the assessor judgments.