



# **Reo Māori & Reo Rangatira Curriculum and Assessment Workshops**

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## **WORKSHOP 3 Reo Planning for Term 3 (Junior)**

### **Workshop focus**

This workshop will focus on getting ready for Term 3 and is best suited to those who are new users of the Reo Māori Curriculum, although all teachers are welcome. You will develop Unit plans, lesson plans, Reo Māori activities and Assessment Tasks for use in Junior Secondary School settings.

### **Housekeeping**

Internet log on:

CANVAS website

## Workshop overview

### 1. PLAN 9:30am – 11:00am

Building blocks	Session focus	Page
Curriculum knowledge and skills	Unpacking the Reo Maori Curriculum Guidelines <ul style="list-style-type: none"> <li>- Curriculum levels</li> <li>- Curriculum levels Proficiency Targets</li> <li>- Achievement Objectives</li> <li>- Language modes</li> <li>- Language skills</li> </ul>	2 2 3 3 3
Programme planning using the curriculum	Choosing content <ul style="list-style-type: none"> <li>- Thematic Planning</li> <li>- Choosing topics</li> <li>- Choosing sentences</li> </ul>	10 10 14
Programme planning using the curriculum	Long Term Planning templates <ul style="list-style-type: none"> <li>- Annual Overview</li> <li>- Assessment Schedule</li> <li>- Course overview</li> </ul> Mid Term Planning templates <ul style="list-style-type: none"> <li>- Planning Map</li> <li>- Unit Plan</li> </ul> Short Term Planning <ul style="list-style-type: none"> <li>- Lesson plan overviews</li> <li>- Activity Descriptions</li> </ul>	38

### 2. TEACH 11:30am – 1:00pm

Building blocks	Session focus	Page
Language techniques	Language techniques	49
	Language activities	62

### 3. ASSESSMENT 1:30pm – 3:00pm

Building blocks	Session focus	Page
Improved learning and accelerated achievement for akonga/students using the Proficiency Target Statements in Te Aho Arataki Marau (English medium Maori Language Curriculum) and/or Achievement Standards NCEA	Preparing for assessment	63
	Types of assessment	63
	Assessment specifications	66
	Assessment criteria	71
	Example assessment	71
	Language assessment critique	79

# 1. PLAN

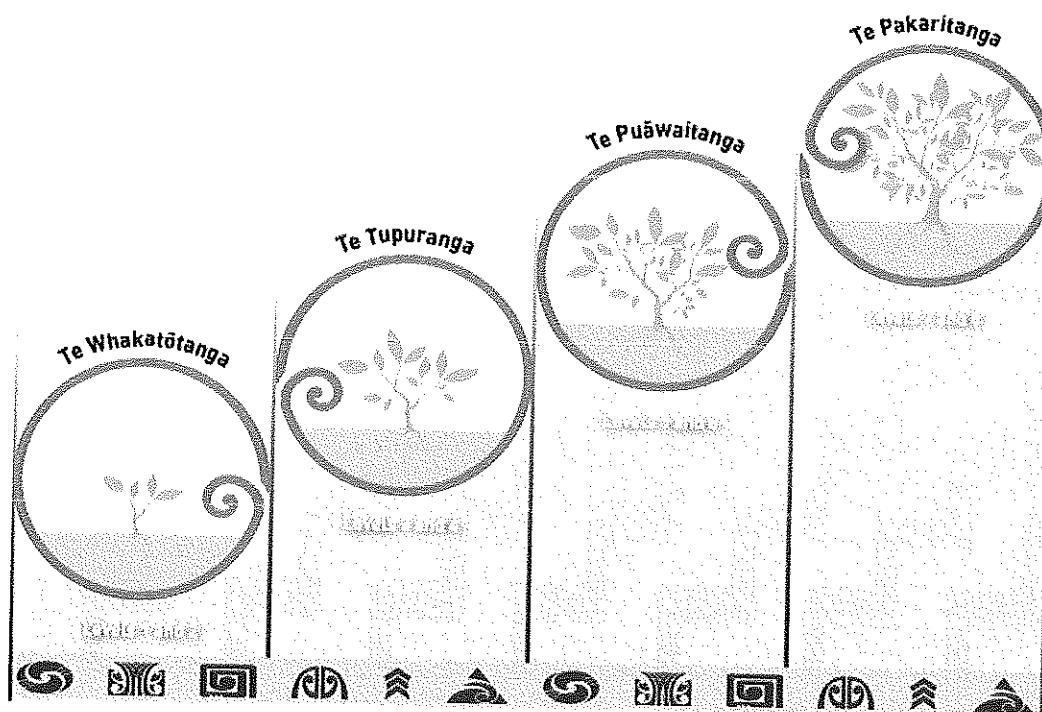
## **Ngā tohu tauākī** **Proficiency target statements**

For every two curriculum levels, there is a general statement describing the overall level of proficiency that students are expected to achieve on completing those two levels. For example, the following proficiency target statement is made for levels 1 and 2, on page 41:

By the end of level 2, students can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori.

The proficiency target statements are based on the following progression of language development:

- Te Whakatōtanga (Beginning to use te reo Māori) – levels 1 and 2;
- Te Tupuranga (Developing communication skills in te reo Māori) – levels 3 and 4;
- Te Puāwaitanga (Achieving social competence in te reo Māori) – levels 5 and 6;
- Te Pakaritanga (Achieving personal independence in te reo Māori) – levels 7 and 8.



If Level 6 of the Curriculum is what NCEA Level 1 (NZQF) is based on, then this means Year 9 needs to cover Levels 1 and 2 of the Curriculum. Year 10 needs to cover Levels 3 and 4 of the Curriculum and Year 11 needs to cover Level 5 and 6 of the Curriculum. Year 12 content is drawn from Level 7 and Year 13 content is drawn from Level 8.

# **Ngā whāinga paetae**

## **Achievement objectives**

At each curriculum level, a series of achievement objectives is introduced. The achievement objectives represent key learning outcomes for that level. They are based on authentic texts and contexts that students are likely to encounter both in their everyday lives and also on special occasions.

# **Ngā ara reo**

## **Language modes**

At each curriculum level, there are six language modes (ara reo). Each language mode is further fleshed out by language mode skills (pūkenga)

- whakarongo – listening
- pānui – reading
- mātakitaki – viewing
- kōrero – speaking
- tuhituhi – writing
- whakaatu – presenting

# **Ngā pūkenga reo**

## **Language mode skills**

For each language mode there are set of language mode skills. There aren't very many so there is a necessity to repeat them over the year. Language mode skills provide a focus when creating language activities. More on language activities later.

**REFER TO REO MĀORI CURRICULUM GUIDELINES INSERT**

# **Taumata 1–8: Te Aho Arataki Marau mō te Ako i Te Reo Māori**

## **Levels 1–8: Curriculum Guidelines for Teaching and Learning Te Reo Māori**

### **Te Whakatōtanga**

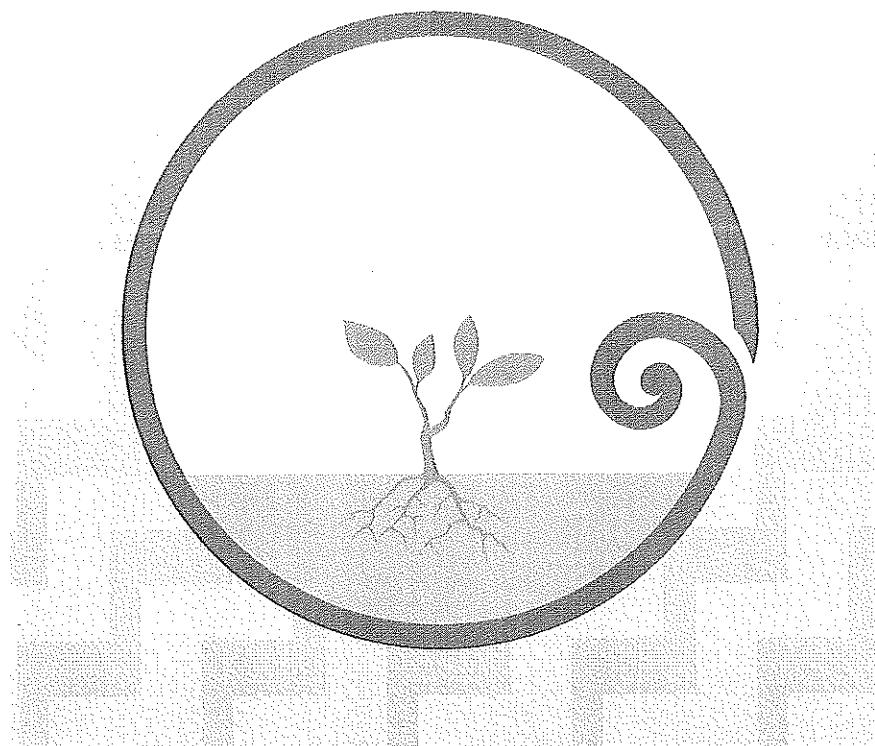
#### **Levels 1 and 2:**

#### **Beginning to use te reo Māori**

##### **Te tohu tauākī**

##### **Proficiency target statement**

By the end of level 2, students can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori.



## Taumata 1 Level 1

Etahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts	Ngā Whāinga Paetae Achievement Objectives	Ngā Ara Reo Language Modes
<p>Possible sociocultural themes Te whānau (the family, belonging) Kāinga noho (home) Tūpuna (grandparents, ancestors, hapū, iwi) Whanaungatanga (kinship, relationships, connections) Ngā mihi (informal and formal introductions) Ako (learning together) Te wā (time, seasons, lunar calendar)</p>	<p><b>Students should be able to:</b></p> <p>1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;</p> <p>1.2 introduce themselves and others and respond to introductions;</p> <p>1.3 communicate about number, using days of the week, months, and dates;</p> <p>1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin;</p> <p>1.5 communicate about location;</p> <p>1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).</p>	<p>Whakarongo – Listening By the end of level 1, students can:</p> <ul style="list-style-type: none"> <li>identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns;</li> <li>recognise and understand simple, familiar spoken words, phrases, and sentences.</li> </ul>
<p>Possible topics Whānau, hapū, iwi My home My classroom My school Origin, identity, location</p>		<p>Pānui – Reading By the end of level 1, students can:</p> <ul style="list-style-type: none"> <li>identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;</li> <li>recognise and understand simple, familiar written words, phrases, and sentences.</li> </ul>
<p>Possible text types Kīwhā (idioms) Pepeha (iwi-specific sayings) Waiata Māori (Māori songs) Whakataukī (proverbs) Captions for pictures and photographs Simple, short dialogues Greeting and leave-taking routines Class timetables</p>		<p>Mātakitaki – Viewing By the end of level 1, students can:</p> <ul style="list-style-type: none"> <li>recognise the communicative significance of particular facial expressions and other body language;</li> <li>interpret meanings that are conveyed in combinations of words and images or symbols.</li> </ul>
		<p>Kōrero – Speaking By the end of level 1, students can:</p>
		<ul style="list-style-type: none"> <li>imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;</li> <li>respond appropriately to simple, familiar instructions and simple questions;</li> <li>ask simple questions;</li> <li>initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.</li> </ul>
		<p>Tuhituhi – Writing By the end of level 1, students can:</p>
		<ul style="list-style-type: none"> <li>write letters and numbers;</li> <li>write vowels with macrons;</li> <li>reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts;</li> <li>write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.</li> </ul>
		<p>Whakaatu – Presenting By the end of level 1, students can:</p>
		<ul style="list-style-type: none"> <li>use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);</li> <li>use selected features of visual language to add meaning to simple written or oral text.</li> </ul>

## Taumata 2 Level 2

Etahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts	Nga Whāinga Paetae / Achievement Objectives	Ngā Ara Reo Language Modes
Possible sociocultural themes Te whānau (the family, belonging) Tuakana-teina (roles and responsibilities, reciprocity) Whanaungatanga (kinship, relationships, connections) Te marae (the marae) Tūrangawaewae (my place to stand) Ako (learning together) Te wā (time, seasons, lunar calendar)	<b>Students should be able to:</b> 2.1 communicate about relationships between people; 2.2 communicate about possessions; 2.3 communicate about likes and dislikes, giving reasons where appropriate; 2.4 communicate about time, weather, and seasons; 2.5 communicate about physical characteristics, personality, and feelings.	<b>Whakarongo – Listening</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>identify the sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns;</li> <li>recognise and understand familiar spoken words even in some unfamiliar contexts;</li> <li>understand a range of short oral texts containing familiar phrases and sentences;</li> <li>get the gist of slightly more complex or less familiar reo Māori phrases and sentences.</li> </ul>
Possible topics The marae: its people and places Whānau relationships (my family) My school Weather and seasons Food preferences		<b>Pānui – Reading</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>identify letters of the Māori alphabet, letter combinations, and simple punctuation;</li> <li>recognise and understand simple, familiar written words, phrases, and sentences;</li> <li>understand short written texts consisting of familiar reo Māori words, phrases, and sentences;</li> <li>get the gist of slightly more complex or less familiar reo Māori phrases and sentences.</li> </ul>
Possible text types Kiwha (idioms) Pepeha (iwi-specific sayings) Waiata Māori (Māori songs) Whakapapa (genealogy – students could use simple family tree charts) Whakataukī (proverbs) Simple written forms Informal personal notes Photograph albums with captions Posters Questionnaires Simple email messages Simple, short dialogues Simple weather reports		<b>Mātakitaki – Viewing</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>respond appropriately to meanings conveyed through selected visual texts;</li> <li>understand and respond to combinations of visual and verbal language in selected texts.</li> </ul>
		<b>Kōrero – Speaking</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning;</li> <li>respond appropriately to simple, familiar instructions and simple questions;</li> <li>ask simple questions and give simple information;</li> <li>initiate simple conversations in te reo Māori.</li> </ul>
		<b>Tuhituhi – Writing</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>write simple, familiar words, phrases, and sentences using spelling and punctuation conventions;</li> <li>write simple messages in te reo Māori;</li> <li>write a series of sentences in te reo Māori describing the appearance or characteristics of something.</li> </ul>
		<b>Whakaatu – Presenting</b> By the end of level 2, students can: <ul style="list-style-type: none"> <li>produce visual texts to present information and/or ideas;</li> <li>combine visual and verbal language to present information and/or ideas.</li> </ul>

# **Te Tupuranga**

## **Levels 3 and 4:**

### **Developing communication skills in te reo Māori**

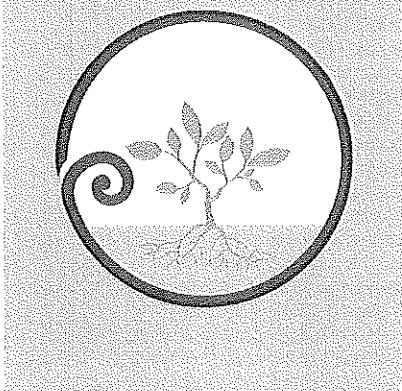
#### **Te tohu tauākī**

#### **Proficiency target statement**

By the end of level 4, students can cope with a variety of routine situations when talking to speakers of te reo Māori. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters and fill out simple forms. They can use and respond to language, including directions and requests, that is likely to occur in familiar Māori settings. They are becoming more confident in using a range of language learning strategies.



## Taumata 3 Level 3

Etahi Horopaki mō te Ako i te Reo	Ngā Whāinga Paetae	Ngā Ara Reo
Possible Language Learning Contexts	Achievement Objectives	Language Modes
<p>Possible sociocultural themes</p> <p>Te marae (the marae)</p> <p>Te whare tupuna/te wharenui (ancestral house/meeting hall)</p> <p>Te wharekai (the dining hall)</p> <p>Manaakitanga (extending hospitality, honouring others, empathy)</p> <p>Pōwhiri (routines and procedures associated with a formal welcome)</p> <p>Tohu (directions, symbols, signs)</p>	<p><b>Students should be able to:</b></p> <p>3.1 communicate, including comparing and contrasting, about habits, routines, and customs;</p> <p>3.2 communicate about events and where they take place;</p> <p>3.3 give and follow directions;</p> <p>3.4 communicate, including comparing and contrasting, about how people travel;</p> <p>3.5 communicate about immediate past activities.</p>	<p>Whakarongo – Listening</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts;</li> <li>understand a range of short oral texts consisting mainly of familiar language;</li> <li>get the gist of short oral texts that contain some unfamiliar language.</li> </ul>
<p>Possible topics</p> <p>The marae: routines and procedures</p> <p>Modes of transport</p> <p>Sport and leisure gatherings</p> <p>Planning leisure-time events</p>		<p>Pānui – Reading</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>understand specific detail and overall meaning in a range of short written texts consisting mainly of familiar language;</li> <li>get the gist of short written texts that contain some unfamiliar language.</li> </ul>
<p>Possible text types</p> <p>Karakia (prayers)</p> <p>Kiwhaha (idioms)</p> <p>Kōrero pūrakau</p> <p>Pepeha (iwi-specific sayings)</p> <p>Waiata Māori (Māori songs)</p> <p>Whakataukī (proverbs)</p> <p>Informal and semi-formal conversational exchanges</p> <p>Maps and plans</p> <p>Posters, pamphlets, flyers</p> <p>Simple email and text messages</p> <p>Simple personal letters</p> <p>Class timetables</p> <p>Personal diaries</p>		<p>Mātakitaki – Viewing</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>identify and respond to some visual and verbal features of texts and the ways these features interact for particular purposes;</li> <li>understand and respond to a range of features in selected visual texts.</li> </ul>
		<p>Kōrero – Speaking</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>initiate and sustain short conversations;</li> <li>give short prepared talks on familiar topics;</li> <li>use generally appropriate pronunciation, stress, rhythm, and intonation;</li> <li>express simple, original ideas;</li> <li>describe familiar events, people, and things.</li> </ul>
		<p>Tuhituhi – Writing</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>use resources (for example, dictionaries and glossaries) to experiment with some new language in writing and to check spelling;</li> <li>prepare and write short texts on familiar topics;</li> <li>write simple personal letters and emails;</li> <li>use appropriate writing conventions.</li> </ul>
		<p>Whakaatu – Presenting</p> <p>By the end of level 3, students can:</p> <ul style="list-style-type: none"> <li>present texts in which visual and verbal features interact to produce particular meanings and effects;</li> <li>present or perform a kōrero pūrakau, whakataukī, pepeha, or waiata, making effective use of visual language features.</li> </ul>

## Taumata 4 Level 4

### Etahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts

Possible sociocultural themes  
Whanaungatanga (kinship, relationships, connections)  
Manaakitanga (extending hospitality, honouring others, empathy)  
Tuakana-teina (roles and responsibilities, reciprocity)  
Te wā (time, seasons, lunar calendar)  
Tau utuutu (payment, maintaining balance)  
Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)

Possible topics.  
Planning and shopping for a hui  
Roles and duties at home, in the community, and at school  
Planning a visit away from home  
Telling the time

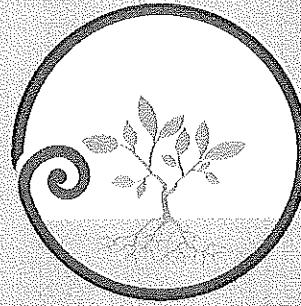
Possible text types  
Karakia (prayers)  
Kiwaha (idioms)  
Pepeha (iwi-specific sayings)  
Waiata Māori (Māori songs)  
Whakataukī (proverbs)  
Information brochures and pamphlets  
Announcements  
Informal and semi-formal conversational exchanges  
Informal notes and letters to family  
Menus  
Notes, cards, and letters of invitation, acceptance, and refusal  
Posters  
Rules and regulations  
Shopping lists  
Simple advertisements  
Simple web pages  
Email and text messages

### Ngā Whainga Paetae

Adapted from the Objectives

#### Students should be able to:

- 4.1 request, offer, accept, and decline things, invitations, and suggestions;
- 4.2 communicate about plans for the immediate future;
- 4.3 communicate about obligations and responsibilities;
- 4.4 give and seek permission or agreement;
- 4.5 communicate about the quality, quantity, and cost of things.



### Ngā Ara Reo

Language Modes

#### Whakarongo – Listening

By the end of level 4, students can:

- make use of context and familiar language to work out meaning and relationships between things, events, and ideas;
- understand specific details in contexts that may contain some unfamiliar language.



#### Pānui – Reading

By the end of level 4, students can:

- understand a range of short written texts that consist mainly of familiar language;
- understand overall meaning and specific detail in contexts that may contain some unfamiliar language;
- guess the meanings of unfamiliar words and phrases used in familiar contexts.



#### Mātakitaki – Viewing

By the end of level 4, students can:

- identify particular features of visual language and understand their significance in communicating information and ideas to specific audiences;
- understand and respond to combinations of visual and verbal language and their significance in communicating information and ideas to specific audiences.



#### Kōrero – Speaking

By the end of level 4, students can:

- engage in short personal conversations;
- make plans with friends, face to face and by telephone;
- initiate and sustain short conversations that involve polite social interactions (such as declining invitations);
- give short prepared talks on familiar topics;
- use generally appropriate pronunciation, stress, rhythm, and intonation.



#### Tuhituhī – Writing

By the end of level 4, students can:

- use resources (for example, dictionaries and glossaries) to experiment with new language and to review writing for accuracy;
- write short texts on familiar topics;
- plan longer written texts and write parts of these;
- use appropriate writing conventions;
- send text and email messages.



#### Whakaatu – Presenting

By the end of level 4, students can:

- communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meaning and effects;
- present or perform traditional or modern cultural items in selected settings.



## **Te whakamahere a-kaupapa**

### **Thematic planning**

Planning for language teaching using themes is a common approach in teaching te reo Māori. This approach enables language to be taught and learnt within a context. This then provides the focus for vocabulary and the types of sentences that might be covered with students. A theme or topic lasts for the duration of a unit of work. For example a topic on Kai might last for 4 weeks, therefore the name of the unit is Kai.

## **Te whiriwhiri kaupapa**

### **Choosing topics**

Sometimes choosing topics is dependent on what lies ahead. For example NCEA topics might determine to a certain extent what is covered at junior levels, as the Junior levels are used to gradually build up to the senior levels. In recent years a move is being made to move toward having greater choice in topics. This is a positive move as teachers have the freedom to make choices with students about topics that really interest them. The challenge of this approach though is topics provide the vehicle for learning certain vocabulary and sentence structures. There is some anxiety at the senior levels by teachers that they may choose a topic that is no where near the topics covered in the end of year exams. Suggestion has been made however to refer more closely to the topics from the Reo Maori Curriculum Guidelines. Enclosed here is a list of topics to get you started.

**REFER TO INFORMATION ON TOPICS ON THE FOLLOWING PAGES**

## POSSIBLE REO MĀORI TOPICS

Term	Year 9	Year 10	Year 11	Year 12	Year 13
1	Whakatau / Ko ahau	Whakatau	Whakatau	Toku marae	Toku Turangawaewae
1	Tūtaki Tangata	Tenei irohe	Toku hapori	Powhiri	Haka/Waiata
1	Tōku Whānau	He haerenga ki te marae		Oku wawata/oku whainga/experience	Reo Rangatira
2	Toku Akomanga	Nga ropu me nga mahi o te kura	Take taiohi; Kapa Haka / Hakina kina	Take Taiohi - positive experience, reo/identity/culture	Te Ao Torangapu
2	Toku Kainga	Matamiki	He Hui Marae	Tangihanga	Taonga Puoro
	END OF SEMESTER 1	END OF SEMESTER 1	END OF SEMESTER 1	END OF SEMESTER 1	END OF SEMESTER 1
3	Toku kura	Hakina kina	I te kura	Purakau	Purakau
3	Te Moāna	Hui whanau	He kohi putea	Tangata Rongonui post 1900s (intro year 13)	Tangata Rongonui pre-1900s
4	Ngā huarere	Nga haepapatanga	I te kainga	Nga pakanga o nehera	Hetirohanga kiriata
4	Te Tunu kai	Preparing for Year 11 RM	External preparation/Exam leave	External preparation/Exam leave	External preparation/Exam leave

**Year 9: Level 1 and 2 Reo Curriculum Topics**

Whānau, hapū, iwi My home My classroom My school Origin, identity, location

The marae: its people and places Whānau relationships (my family) My school, Weather and seasons, Food preferences

**Year 10: Level 3 and 4 Reo Curriculum Topics**

The marae: routines and procedures Modes of transport Sport and leisure gatherings Planning leisure-time events

Planning and shopping for a hui Roles and duties at home, in the community, and at school Planning a visit away from home

Telling the time

**Year 11: Level 5 and 6 Reo Curriculum Topics**

Fishing and food gathering Preparing and presenting food Recounting sport, leisure, and cultural activities

Recounting activities with family, friends, and community

Tangihanga (funerals) Famous Māori people Māori creative arts Entertainment (for example, television, music, movies, and community events)

Health and well-being

**Level 1 NCEA Exam Topics:**

School, Home, Teenage world, Hui marae

Read approximately 700 words. Write a minimum of 150 (aim for 250)

### **Year 12: Level 7 Reo Curriculum Topics**

The land wars The status of te reo Māori Te Taura Whiri i te Reo Māori (the Māori Language Commission) Urbanisation, assimilation, and resistance Global travel and exploration Social work, community service, and teaching The tourism industry Working and finding work

#### **Level 2 Exam Topics:**

2015: Aspirations and goals for the future, Deeds of the ancestors, Caring and looking after others

2014: Iwi history, Powhiri, Youth initiatives

2013: Powhiri, Youth Issues, Oral traditions

2012: Ancestral stories, Oku wawata, Youth Issues

Panui exam: Major focus on whakatauki 550 words Tuhihi: Minimum of 250 words (aim for 350)

### **Year 13: Level 8 Reo Curriculum Topics**

Bastion Point Land marches, Māori media, The representation of Māori in the media

The foreshore and seabed situation The Waitangi Tribunal and Treaty settlements Environmental issues

Natural resources Significant events, past and present Significant people, past and present Social cohesion and social justice in Aotearoa

#### **Level 3 Exam Topics:**

2015: Language revitalisation, Waiata/Haka, He korero-a-iwi

2014: Politics, Waiata/Haka, Maori Prophet, He korero-a-iwi/Purakau

2013: Language revitalisation, Waiata/Haka, Politics, Famous Person

Tuhihi word length: Minimum 350 words Panui exam: 600 word passages

# Te whiriwhiri rerenga kōrero

## Choosing sentences

Some sentences lend themselves nicely to certain topics. For example if you teaching ‘narratives’ or ‘recounts’ using the past tense is very useful. If you are teaching ‘hakinakina’, teaching commands might be a very useful sentence to teach also. Enclosed is a list of sentences which have been aligned to Achievement Objectives. Once you choose your Achievement Objectives for your unit of work, you might like to refer to the Sentence Structures list, because suggested sentences have been aligned with Achievement Objectives.

REFER TO A LIST OF JUNIOR REO MĀORI SENTENCE ON THE FOLLOWING PAGES

### Level 1: Achievement Objectives - Examples, Suggested Language Focus, Some Suggested Vocabulary

<i>Achievement objectives</i>	<i>Examples<sup>1,2</sup></i>
<p><b>1.1 greet, farewell, and thank people and respond to greetings and thanks;</b></p>	<p><b>Greetings</b> Kia ora.</p> <p><i>Tēnā koe.</i> <i>Tēnā kōrua.</i> <i>Tēnā koutou.</i></p> <p><i>Tēnā koe e koro.<sup>4</sup></i> <i>Tēnā koe e Tio.</i></p> <p><i>Tēnā koe e Te Ika.</i> <i>Tēnā koe Aroha.</i> <i>Tēnā koe Lee.</i> <i>Tēnā koe Sylvia.</i></p> <p><b>Farewells</b> <i>Ka kite anō.</i> <i>Ka kite i a koe.</i> <i>Ka kite i a kōrua.</i> <i>Ka kite i a koutou.</i></p>

<sup>1</sup> At this stage, the language used should be introduced in a largely formulaic way with the emphasis on unanalysed chunks.

<sup>2</sup> The examples are included *simply* to indicate how the achievement objectives and the suggested language focus points could be expressed.

<sup>3</sup> Note the inclusion of singular, dual and plural.

<sup>4</sup> Note ‘e’ is used with names and terms of address except where (a) the name is not a Māori name, or (b) where the name has three or more morae (A mora is a bit like a syllable. Consists of either a single short vowel or a consonant followed by a short vowel.)

	<p><i>Noho mai rā.</i></p> <p><b>Thanks</b></p> <p><i>Kia ora.</i></p> <p><i>Ka nui ngā mihi ki a koe.</i></p> <p><i>Ka nui ngā mihi ki a körua.</i></p> <p><i>Ka nui ngā mihi ki a koutou.</i></p> <p><b>Introducing yourself</b></p> <p><i>Kia ora. Ko Rangi taku ingoa.</i></p> <p><i>Kia ora. Ko Rangi au.</i></p> <p><b>Introducing others</b></p> <p><i>Ko Mere tēnei.</i></p> <p><b>Asking and giving names</b></p> <p>A: <i>Ko wai tō ingoa?</i></p> <p>B: <i>Ko Aroha taku ingoa.</i></p>
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<p><b>1.3 communicate using days of the week, months, and dates;</b></p>	<p><b>Days<sup>5</sup></b></p> <p>A: <i>He aha tēnei rā?</i></p> <p>B<sub>1</sub>: <i>He Mane tēnei rā.</i></p> <p>B<sub>2</sub>: <i>He Rāhina tēnei rā.</i></p> <p>B<sub>3</sub>: <i>He Rātahi tēnei rā.</i></p> <p><b>Months</b></p> <p>A: <i>Ko tēhea marama tēnei?</i></p> <p>B<sub>1</sub>: <i>Ko Hānuere tēnei marama.</i></p> <p>B<sub>2</sub>: <i>Ko Kohi-tätea tēnei marama.</i></p> <p>B<sub>3</sub>: <i>Ko Maramatahi tēnei marama.</i></p> <p><b>Dates<sup>6</sup></b></p> <p>A: <i>Ko tēhea rā o te tau tēnei?</i></p> <p>B: <i>Ko te Rātapu tēnei rā, te tuawhitu o Kohi-tätea.</i></p> <p><b>Birthdays<sup>10</sup></b></p> <p>A: <i>Ähea tō rā whänau?</i></p> <p>B: <i>Ä te tekau mä tahi o Hürae.</i></p>
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<sup>5</sup> The terms for days and months in Mäori vary according to the system. For example, there are three possible ways of referring to months: using a set of terms borrowed from English; using a set of traditional terms; and using a set of terms based on numbers.

<sup>6</sup> Some learners may find dates too difficult at this level. Teachers should therefore feel free to deal with dates (including birthdays) at a higher level if they believe this to be appropriate for a particular group of students.

<p><b>1.4 communicate about personal information, such as name, age, nationality, and home;</b></p>	<p>Well-being A: <i>Kei te pēhea koe?</i></p> <p>B<sub>1</sub>: <i>Kei te pai.</i> B<sub>2</sub>: <i>Kei te ora.</i> B<sub>3</sub>: <i>Ka nui te pai.</i> B<sub>4</sub>: <i>Heoi anō.</i> B<sub>5</sub>: <i>Kāore i te pai.</i> B<sub>6</sub>: <i>Kei te wherū.</i></p> <p>Tribal Affiliation<sup>7</sup> A: <i>Ko wai tō iwi?</i> B: <i>Ko Waikato taku iwi.</i></p> <p>Parents<sup>8</sup> A: <i>Ko wai tō pāpā/māmā?</i> B<sub>1</sub>: <i>Ko Rangi taku pāpā.</i> B<sub>2</sub>: <i>Ko Kiri taku māmā.</i></p>
<p><b>1.4 (continued) communicate about personal information, such as name, age, nationality, and home;</b></p> <p><b>1.5 communicate about location;</b></p>	<p>Birthplace<sup>9</sup> A: <i>Nō hea koe?</i> B: <i>Nō Kirikiriroa au.</i></p> <p>Current home A<sub>1</sub>: <i>Kei hea tō kāinga?</i> A<sub>2</sub>: <i>Kei hea koe e noho ana?</i> B: <i>Kei Rotorua taku kāinga.</i></p> <p>Age A: <i>E hia ö tau?</i> B: <i>E iwa aku tau.</i></p> <p>Present location A: <i>Kei hea te pene?</i> B<sub>1</sub>: <i>Kei runga i te tēpu.</i> B<sub>2</sub>: <i>Kei muri i te tēpu.</i> B<sub>3</sub>: <i>Kei mua i te tēpu.</i> B<sub>4</sub>: <i>Kei raro i te tēpu.</i> B<sub>5</sub>: <i>Kei roto i te kāpata.</i></p> <p>A: <i>Kei runga te pene i te tēpu?</i> B: <i>Äe/ Kōo.</i></p>

<sup>7</sup> The question is restricted to asking about only one *iwi* so as to avoid complex dual forms and co-ordination.

<sup>8</sup> Questions involving the Māori equivalent of ‘sibling’ are not asked at this stage in order to avoid linguistic complexity.

<sup>9</sup> This question does not strictly refer to birthplace. Instead it relates to where one belongs or for instance where one’s *pito* is.

<p><b>1.6</b> understand and use a range of politeness conventions (for example, ways of thanking people, apologising, excusing themselves, and complimenting people);</p>	<p><b>Thanking</b>  <i>Kia ora.</i></p> <p><b>Apologising</b>  <i>Aroha mai.</i></p> <p><b>Excusing themselves</b>  <i>Tēnā koa.</i></p> <p><b>Complimenting people</b>  <i>Ka pai.</i>  <i>Ka rawe.</i>  <i>Ka mau te wehi.</i>  <i>He tino pai tō mahi.</i></p> <p>Acknowledging special occasions  <i>Rā whānau ki a koe.</i>  <i>Mere Kirihimete.</i></p>
<p><b>1.7</b> use and respond to simple classroom language (including asking for the word to express something in Māori).</p>	<p><b>Classroom language</b>  <i>Haere mai.</i>  <i>Haere atu.</i></p> <p><i>E tū.</i>  <i>E noho.</i></p> <p><i>E tuhi.</i>  <i>Pānui mai.</i>  <i>Whakarongo.</i></p> <p><i>Titiro mai.</i>  <i>Titiro atu.</i></p> <p><i>Hoihoi.</i>  <i>Turituri.</i></p> <p>Asking about something  A: He aha tēnei?  B<sub>1</sub>: <i>He pene.</i>  B<sub>2</sub>: <i>He rūri.</i></p> <p>Asking about things  A: He aha ēnei?  B<sub>1</sub>: <i>He pene.</i>  B<sub>2</sub>: <i>He rūri.</i></p> <p>Asking the word for something in Māori  • <i>He aha te kupu Māori mō X?</i></p>

<i>Suggested language focus</i>	<i>Some suggested vocabulary</i>
<b>Affirmative</b>	Äe
Articles definite indefinite demonstrative (close to speaker) <sup>10</sup> interrogative determiner	<i>te</i> (singular); <i>ngä</i> (plural) <i>he</i> <i>tēnei</i> (singular); <i>ēnei</i> (plural) <i>tēhea</i> (singular)
Declarative form with rising intonation for question	<i>Kei . . . ?</i>
Locative Nouns	<i>runga, muri, mua, raro, roto</i>
Negation	<i>käore/ kāo</i>
Nouns classroom objects days of the week <sup>7</sup> months <sup>7</sup> tribes parts of the marae personal names names of people special occasions	<i>tēpu, turu, pene, pene rākau, rūri . . .</i> <i>Mane, Tūrei, Wenerei . . .</i> <i>Hānure, Pēpuere, Māehe . . .</i> <i>Ngāti Porou, Ngāi Tuhoe, Ngāpuhi . . .</i> <i>wharenui, wharekai, marae ätea, marae . . .</i> <i>Tio, Aroha, Te Ika, Lee, Sylvia . . .</i> <i>koro, kui, tama, hine . . . (with 'e' (see note 8))</i> <i>rā whānau, Kirihimete . . .</i>
Particles	<i>e</i> (+ names – see note 8)
Possessive Pronouns neutral: first, second, third person	<i>taku, tō, tana</i> (singular); <i>aku, ö, ana</i> (plural) <sup>11</sup>
Prepositions location	<i>kei . . .</i> <i>i . . .</i>
<b>Pronouns - subject</b> singular: (first person) singular (first person, third person) dual (second person) plural (second person)	<i>au, ahau</i> <i>koe, ia<sup>12</sup></i> <i>kōrua</i> <i>koutou</i>

<sup>10</sup> In response to a question involving the singular/plural demonstrative for location near the speaker (e.g. *tēnei/ēnei*), teachers should accept a noun group such as '*he pene*' (meaning 'a pen', 'pens') as an appropriate reply at this level.

<sup>11</sup> The 'neutral' form of the possessive pronouns is selected because it can be used for both *a*-category and *o*-category possession.

<sup>12</sup> In English, a gender distinction is made between 'he' and 'she'. In Māori, however, this distinction is not made in the personal pronoun form '*ia*' (he/she) where gender is normally elicited from the context.

<i>Suggested language focus</i>	<i>Some suggested vocabulary</i>
<b>Question forms</b>	<i>Ko te aha...?</i> <i>Ko wai...?</i> <i>He aha...?</i> <i>Nō hea...?</i> <i>Kei hea...?</i> <i>E hia...?</i> <i>Kei te pēhea...?</i>
<b>Verbs – imperative forms</b>	<i>E tū. E noho.</i> <i>Haere mai. Haere atu.</i> <i>Whakarongo. Pānui mai. Titiro mai. Titiro atu.</i> <i>Hoihoi. Turituri.</i>
<b>Other</b> <ul style="list-style-type: none"> <li>Cardinal numbers</li> <li>1 ... 9<sup>13</sup></li> <li>10</li> <li>11 ... 19<sup>14</sup></li> <li>20, 30<sup>15</sup></li> <li>21 ... 31 (not including 30)<sup>16</sup></li>   <li>Ordinal numbers</li> <li>1 ... 9<sup>17</sup></li> <li>10 ... 31<sup>18</sup></li> </ul>	<i>tahi, rua, toru, whā, rima, ono, whitu, iwa</i> <i>tekau</i> <i>tekau mā tahi... tekau mā iwa</i> <i>e rua tekau, e toru tekau</i> <i>e rua tekau mā tahi... e rua tekau mā iwa...</i> <i>e toru tekau mā tahi</i>  <i>tuatahi, tuarua... tuaiwa,</i> <i>tekau, tekau mā tahi...</i>

<sup>13</sup> Referred to here as ‘basic numbers’.

<sup>14</sup> Formula is ‘*tekau mā X*’, where X is one of the basic numbers. *Mā* can never be omitted here.

<sup>15</sup> Formula is ‘*e X tekau*’, where X is one of the basic numbers ranging from *rua* (2) to *iwa* (9).

<sup>16</sup> Formula is ‘*e X tekau mā Y*’, where X ranges from *rua* (2) to *iwa* (9), and Y from *tahi* (1) to *iwa* (9). *Mā* can never be omitted but ‘*e*’ is frequently left out.

<sup>17</sup> Ordinal numbers 1-9: prefix *tua-* plus basic number.

<sup>18</sup> Ordinal numbers: 10-31 no prefix. The formula here is exactly the same as that used for cardinal numbers from 10 onwards.

## Level 2: Achievement Objectives - Examples, Suggested Language Focus, Some Suggested Vocabulary

Achievement objectives	Examples
<p>2.1 communicate about relationships between people;</p>	<p>Grandparents  A: <i>Ko wai mä ö tipuna?</i><sup>19</sup>  B: <i>Ko Kohu räua ko Whiti.</i></p> <p>Uncles and Aunts  A: <i>Ko wai mä ö mätua kéké?</i></p> <p><i>B: Ko Poia rätou ko Pare ko Hone.</i></p> <ul style="list-style-type: none"> <li>• Siblings of same gender  A: <i>Tokohia ö tēina?</i> (younger siblings)<sup>20</sup>  B<sub>1</sub>: <i>Tokowhä aku tēina.</i><sup>21,22</sup> (plural)  B<sub>2</sub>: <i>Kotahi taku teina.</i> (singular)</li> <li>A: <i>Tokohia ö tuäkana?</i> (older siblings)  B<sub>1</sub>: <i>Tokowhä aku tuäkana.</i> (plural)  B<sub>2</sub>: <i>Kotahi taku tuakana.</i> (singular)</li> <li>• Siblings of different gender  A: <i>Tokohia ö tungäne?</i> (brothers of a female)</li> </ul> <p><i>B<sub>1</sub>: Tokorima aku tungäne</i> <sup>23</sup> (plural)</p> <p><i>B<sub>2</sub>: Kotahi taku tungäne.</i> (singular)</p> <p>A: <i>Tokohia ö tuähine?</i> (sisters of a male)</p> <p><i>B<sub>1</sub>: Tokorima aku tuähine.</i> (plural)</p> <p><i>B<sub>2</sub>: Kotahi taku tuahine.</i> (singular)</p> <p>Relationship questions with negative response  A: <i>Tokohia ö tēina?</i> (younger siblings)  B: <i>Käore aku tēina.</i><sup>24</sup></p>

<sup>19</sup> Note *tö* becomes *ö* for plural. *Mä* also indicates plural.

<sup>20</sup> *toko-* is used for counting human individuals with the numeral *rua – iwa*, and with *hia* forming the question form.

<sup>21</sup> Note *aku* indicates plural.

<sup>22</sup> In the case of names for relatives (e.g. *teina* (sg.); *tēina* (pl.)), the vowel is lengthened to indicate plural.

<sup>23</sup> Note that the vowel is not lengthened to indicate plural in the case of *tungäne*. Plural is marked in the determiner preceding it.

<sup>24</sup> Answering in the negative involves plural form.

	<p>A: <i>Tokohia ö tuäkana?</i> (older siblings)</p> <p>B: <i>Käore aku tuäkana.</i></p> <p>A: <i>Tokohia ö tungäne?</i> (brothers of a female)</p> <p>B: <i>Käore aku tungäne.</i></p> <p>A: <i>Tokohia ö tuähine?</i> (sisters of a male)</p> <p>B: <i>Käore aku tuähine.</i></p>
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<p><b>2.2 communicate about ownership;</b></p>	<p>Ownership</p> <p><i>A: He ngeru täu?<sup>25, 26</sup> (a single object)</i></p> <p><i>B<sub>1</sub>: Äe.</i></p> <p><i>B<sub>2</sub>: Äe. He ngeru anö täku.</i></p> <p><i>A: He ngeru äu?<sup>27</sup> (more than one object)</i></p> <p><i>B<sub>1</sub>: Äe.</i></p> <p><i>B<sub>2</sub>: Äe. He ngeru anö äku.</i></p> <p><i>A: He pötae töu? (a single object)</i></p> <p><i>B<sub>1</sub>: Äe.</i></p> <p><i>B<sub>2</sub>: Äe. He pötae anö töku.</i></p> <p><i>A: He pötae öu?<sup>28</sup> (more than one object)</i></p> <p><i>B<sub>1</sub>: Äe.</i></p> <p><i>B<sub>2</sub>: Äe. He pötae anö öku.</i></p> <p>Ownership using a personal name</p> <p><i>A: He ngeru tä Hëmi.<sup>29</sup> (a single object)</i></p>
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<sup>25</sup> Students should use *a*-category (e.g. *täu*) for:

- food and drink, but not water for drinking;
- pets and other animals;
- relatives of a lower generation (*tamariki, mokopuna, irämutu*).
- *täne* and *wähine*;
- possessions that can be moved.

Students should use *o*-category (e.g. *töu*) for:

- clothes and transport;
- drinking water.
- *uri*;
- friends;
- relatives of the same or higher generation;
- other people of a higher status;
- houses, schools etc (generally immovable objects).

<sup>26</sup> This is a ‘declarative question’. It has statement form but rising intonation to signal that it is a question.

<sup>27</sup> Note *täu* becomes *äu* for plural.

<sup>28</sup> Note *töu* becomes *öu* for plural.

<sup>29</sup> *Tä* indicates a single object.

	<p><i>B<sub>1</sub>:</i> Äe.</p> <p><i>B<sub>2</sub>:</i> Äe. He ngeru anö tä Hëmi.</p> <p><i>A:</i> He ngeru ä Hëmi?<sup>30</sup> (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Äe.</p> <p><i>B<sub>2</sub>:</i> Äe. <i>He ngeru anö ä Hëmi.</i></p> <p><i>A:</i> He pötae tö Hëmi?<sup>31</sup> (<i>a single object</i>)</p> <p><i>B<sub>1</sub>:</i> Äe.</p> <p><i>B<sub>2</sub>:</i> Äe. He pötae anö tö Hëmi.</p> <p><i>A:</i> He pötae ö Hëmi?<sup>32</sup> (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Äe.</p> <p><i>B<sub>2</sub>:</i> Äe. <i>He pötae anö ö Hëmi.</i></p>
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<p><b>2.2 (continued)</b> communicate about ownership;</p>	<p><i>Ownership questions with a negative response (single and plural objects)</i></p> <p><i>A:</i> He ngeru täu? (<i>a single object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käo. Käore äku ngeru.<sup>33</sup></p> <p><i>A:</i> He ngeru äu? (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käore äku ngeru.</p> <p><i>A:</i> He pötae töu? (<i>a single object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p>
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<sup>30</sup> ä indicates plural.

<sup>31</sup> Tö indicates a single object.

<sup>32</sup> ö indicates plural.

<sup>33</sup> Answering in the negative involves plural forms.

	<p><i>B<sub>2</sub>:</i> Käore öku pötae.</p> <p><i>A:</i> He pötae öu? (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käore öku pötae.</p>
	<p><i>Ownership questions with a negative response using a personal name (single and plural objects)</i></p> <p><i>A:</i> He ngeru tä Hëmi? (<i>a single object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käo. Käore he ngeru a Hëmi.<sup>34</sup></p>
	<p><i>A:</i> He ngeru ä Hëmi? (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käore he ngeru a Hëmi.</p>
	<p><i>A:</i> He pötae tö Hëmi? (<i>a single object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käore he pötae o Hëmi.<sup>35</sup></p>
	<p><i>A:</i> He pötae ö Hëmi? (<i>more than one object</i>)</p> <p><i>B<sub>1</sub>:</i> Käo.</p> <p><i>B<sub>2</sub>:</i> Käore he pötae o Hëmi.</p>

<sup>34</sup>

Note that in this negation the ‘a’ is used and it is not marked with the macron.

<sup>35</sup>

Note that in this negation the ‘o’ is used and it is not marked with the macron.

<p><b>2.3</b> communicate about likes and dislikes, giving reasons where appropriate;</p>	<p><b>Question</b>  <b>A:</b> <i>He pai te rari ki a koe?</i></p> <p><b>Responses</b></p> <p>B<sub>1</sub>: <i>Äe</i> (Affirmative answer)</p> <p>B<sub>2</sub>: <i>Käo.</i> (Negative answer)</p> <p>B<sub>3</sub>: <i>Äe. He pai.</i> (Extended affirmative answer)</p> <p>B<sub>4</sub>: <i>Käo. Käore i te pai.</i> (Extended negative answer)</p> <p>B<sub>5</sub>: <i>Äe. He pai rawa atu.</i> (Intensified affirmative answer)</p> <p>B<sub>6</sub>: <i>Käo. Käore rawa atu i te pai.</i> (Intensified negative answer)</p>
<p><b>2.4</b> communicate about time, weather and seasons</p>	<p><b>Reason</b></p> <p>A: <i>He pai te äporo (käkäriki) ki a koe?</i><sup>36</sup></p> <p>B<sub>1</sub>: <i>Äe. He pai nä te mea he reka.</i> (Extended affirmative answer with reason)<sup>37</sup></p> <p>B<sub>2</sub>: <i>Äe. He pai rawa atu nä te mea he reka.</i> (Intensified affirmative answer with reason)</p> <p>B<sub>3</sub>: <i>Käo. Käore i te pai nä te mea he kawa.</i> (Extended negative answer with reason)</p> <p>B<sub>4</sub>: <i>Käo. Käore rawa atu i te pai nä te mea he kawa.</i> (Intensified negative answer with reason)</p> <p><b>Time</b></p> <p>A: <i>He aha te täima?</i></p> <p>B<sub>1</sub>: <i>Whä karaka.</i></p> <p>B<sub>2</sub>: <i>Tekau mä tahi karaka. (Hours)</i></p> <p>B<sub>3</sub>: <i>Iwa meneti pähi i te whä karaka.</i></p> <p>B<sub>4</sub>: <i>Rua tekau mä tahi meneti pahi i te whä karaka.</i> (Minutes past)</p>

<sup>36</sup> Round brackets ( ) surround language that is optional.

<sup>37</sup> See 2.5 for adjectives.

B<sub>5</sub>: *Rua meneti ki te ono karaka.*

B<sub>6</sub>: *Tekau mä whä meneti ki te ono karaka.*  
(Minutes to)

B<sub>7</sub>: *Häwhe pähi i te waru karaka.* (Halves)

B<sub>8</sub>: *Koata pähi i te rua karaka.*

B<sub>9</sub>: *Koata ki te whitu karaka.* (Quarters)

<p><b>2.4 (continued) communicate about time, weather and seasons</b></p>	<p>Weather</p> <p><i>A: He pēhea te ähua o te rangi?</i></p> <p><i>B<sub>1</sub>: He mahana.</i></p> <p><i>B<sub>2</sub>: He makariri.</i></p> <p><i>B<sub>3</sub>: He paki.</i></p> <p><i>B<sub>4</sub>: He ua.</i></p> <p><i>B<sub>5</sub>: He kōuaua.</i></p> <p><i>B<sub>6</sub>: He tüpuhi.</i></p> <p>Seasons</p> <p><i>A: He aha tēnei wā o te tau?</i></p> <p><i>B<sub>1</sub>: He raumati.</i></p> <p><i>B<sub>2</sub>: He ngahuru.</i></p> <p><i>B<sub>3</sub>: He takurua/ hötoke.</i></p> <p><i>B<sub>4</sub>: He köanga.</i></p> <p><b>Contrasting seasons using <i>engari</i></b> I te raumati he mahana ngä rangi, <i>engari</i>, i te takurua he makariri.</p> <p><b>Comparing seasons using <i>hoki</i></b> I te raumati he mahana ngä rangi, he paki <i>hoki</i>.</p>
<p><b>2.5 communicate about physical characteristics, personality and feelings</b></p>	<p>Physical Characteristics</p> <p><i>A: He pēhea tōna ähua?</i></p> <p><i>B<sub>1</sub>: He täroaroa.</i></p> <p><i>B<sub>2</sub>: He poto. (Height)</i></p> <p><i>B<sub>3</sub>: He tüpuhi.</i></p> <p><i>B<sub>4</sub>: He mömona.</i></p> <p><i>B<sub>5</sub>: He kaitä (Build/ Figure)</i></p> <p><i>B<sub>6</sub>: He parauri öna makawe. (Hair)</i></p> <p><i>B<sub>7</sub>: He kikorangi öna karu. (Eyes)</i></p> <p>Personality/ Feelings</p> <p><i>A: He pēhea te tangata?</i></p>

	<p>B<sub>1</sub>: <i>He pai.</i>  B<sub>2</sub>: <i>He kino.</i>  B<sub>3</sub>: <i>He whakamä.</i> (Personality/ Qualities)</p> <p>B<sub>1</sub>: <i>He pukuriri.</i>  B<sub>2</sub>: <i>He pöuri.</i>  B<sub>3</sub>: <i>He harikoa.</i> (Feelings)</p>
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Suggested language focus	Some suggested vocabulary
Adjectives:	
height build/figure feelings personal qualities colours	<i>täroaroa, poto...</i> <i>tüpuhi mömona, kaitä...</i> <i>pukuriri, pöuri, harikoa...</i> <i>whakamä, whakahihī...</i> <i>parauri, mangu/pango, whero...</i>
<b>Adverbs and adverbial expressions:</b> time (seasons)	<i>i...</i>
<b>Conjunctions</b> reason compare-contrast	<i>nä te mea</i> <i>engari</i>

Negation following <i>He</i> question with possessive determiners with adjectives	<i>käore</i> + plural possessive determiner + object <i>käore i te adjective</i>
Particles negative/affirmative intensifier for comparison	<i>rawa atu</i> <i>hoki</i>
Possessive determiner (in declarative question)	<i>He . . . ?</i>
Possession	<i>a/o</i> -category
<b>Possessive Determiners</b> first person: <i>a</i> -category <i>o</i> -category second person: <i>a</i> -category <i>o</i> -category third person: <i>a</i> -category <i>o</i> -category <i>a</i> -category with a personal name <i>o</i> -category with a personal name	<i>täku</i> (singular) <i>äku</i> (plural) <i>töku</i> (singular) <i>öku</i> (plural) <i>täu</i> (singular) <i>äu</i> (plural) <i>töu</i> (singular) <i>öu</i> (plural) <i>täna</i> (singular) <i>äna</i> (plural) <i>töna</i> (singular) <i>öna</i> (plural) <i>tä</i> + personal name (singular) <i>ä</i> + personal name (plural) <i>tö</i> + personal name (singular) <i>ö</i> + personal name (plural)

<b>Particles with names</b>	<i>ko...</i>
<b>Pronouns - subject</b> dual: (first person - exclusive of listener) plural (first person - exclusive of listener) dual (third person) plural (third person) with personal names (co-ordination)	<i>mäua</i> <i>mätou</i> <i>räua</i> <i>rätou</i> <i>räua ko...</i> <i>rätou ko... ko...</i>

Suggested language focus	<i>Some suggested vocabulary</i>
<b>Question forms</b>	<i>Ko wai...?</i> <i>Tokohia...?</i> <i>He aha...?</i> <i>He pëhea...?</i>

Other:

**NOUNS**

family members with plural marking on noun

family members

parts of the body

food and drink

pets

seasons

sport and leisure activities

school subjects

numbers

teina/ tēina; tuakana/ tuākana; tuahine/ tuāhine; tipuna/

tipuna; tamaiti/ tamariki . . .

tungāne, pēpi, . . .

waewae, ringaringa, puku . . .

waireka, miraka, äporo, tiakarete . . .

kurī, ngeru, manu, ika . . .

raumati, ngahuru, hötoke/ takurua/makariri,

kōanga/mahuru

netipōro, whutupōro, hökī, tēnehi

pāngarau, pūtaiao, marau-ä-iwi

31-100

## Level 3: Achievement Objectives - Examples, Suggested Language Focus, Some Suggested Vocabulary

Achievement objectives	Examples
<p><b>3.1</b> communicate, including comparing and contrasting, about habits and routines;</p> <p><b>3.2</b> communicate about events, and where they take place;</p>	<p><b>Habits</b>  <b>A:</b> <i>Ka aha räua?</i>  <b>B<sub>1</sub>:</b> <i>Totohe ai räua i ngä wä katoa.</i><sup>38</sup>  <b>B<sub>2</sub>:</b> <i>Purei tënehi ai räua ia rä, ia rä.</i></p> <p><b>Routines</b>  <b>A:</b> <i>Ka aha koe?</i>  <b>B<sub>1</sub>:</b> <i>Haere ai au ki te kura ia rä, ia rä.</i><sup>39</sup>  <b>B<sub>2</sub>:</b> <i>Purei whutupaoro ai au i ngä Rähoroi.</i></p> <p><b>Contrasting Habits and Routines</b>  <i>Oho ai a Pita i te rima karaka, engari moeroa ai a Rei i ngä wä katoa.</i><sup>40</sup>  <i>Mekemeke ai a Räwiri i ngä Rähoroi, engari mekemeke ai a Rei i ngä Wenerei.</i></p> <p><b>Comparing Habits and Routines</b>  <i>Haere ai a Pare ki te marae ia rä, ia rä, ä, haere hoki ai a Tame.</i></p> <ul style="list-style-type: none"> <li>• Ongoing Present Event (without object)  <b>A:</b> <i>E aha ana ia?</i><sup>41</sup>  <b>B<sub>1</sub>:</b> <i>E oma ana ia.</i>  <b>B<sub>2</sub>:</b> <i>E tangi ana ia.</i></li> </ul> <p><b>Ongoing Present Event (active)</b>  <b>A:</b> <i>E aha ana ia?</i>  <b>B<sub>1</sub>:</b> <i>E whakatika ana ia i te wharekai.</i></p> <p><b>Ongoing event in context of direction</b>  <b>A:</b> <i>E haere ana koe ki hea?</i>  <b>B<sub>1</sub>:</b> <i>E haere ana au ki te taone.</i>  <b>B<sub>2</sub>:</b> <i>E haere ana au ki Ötautahi.</i></p> <p><b>Ongoing event in context of location</b>  <b>A:</b> <i>E noho ana ia i hea?</i>  <b>B<sub>1</sub>:</b> <i>E noho ana ia i te taone.</i>  <b>B<sub>2</sub>:</b> <i>E noho ana ia i Pooneke.</i></p>

<sup>38</sup> Using verb + *ai* to signal habits and routines is common in Mäori. However, in some areas this form does not occur commonly.

<sup>39</sup> Reduplication (i.e. repetition) of the adverb makes it habitual.

<sup>40</sup> Note personal article ‘*a*’ before names.

<sup>41</sup> The *e . . . ana* combination is widely used to express the ongoing or progressive nature of an event. It does not express tense and when used by itself with no indication of time usually refers to the present.

<p>3.3 give and follow directions;</p> <p>3.4 communicate, including comparing and contrasting, how people travel.</p>	<p><b>Asking for Directions</b></p> <p><i>Tēnā koa, kei hea te papa tākaro?</i></p> <p><b>Giving and Following Directions</b></p> <p><i>Haere ki tērā koki</i></p> <p><i>Haere ki te huarahi matua</i> (go to)</p> <p><i>Whakawhitia te huarahi</i> (cross over)<sup>42</sup></p> <p><i>Kātahi ka tae atu ki te toa.</i></p> <p><i>Kātahi ka huri whakamatau</i> (and then)</p> <p><i>Huri whakamatau</i> (turn right)</p> <p><i>Huri whakamauī</i> (turn left)</p> <p><i>Haere tōtika</i> (go straight ahead)</p> <p><b>Enquiring about means of Travel</b></p> <p>A<sub>1</sub>: <i>Mä hea koe haere mai ai?</i> (Travelling to)</p> <p>A<sub>2</sub>: <i>Mä hea koe hoki atu ai?</i> (Returning by)</p> <p>B<sub>1</sub>: <i>Mä runga i te pahi.</i> B<sub>2</sub>: <i>Mä runga pahi.</i> B<sub>3</sub>: <i>Mä runga i te waka rererangi.</i> B<sub>4</sub>: <i>Mä runga waka rererangi.</i> B<sub>5</sub>: <i>Mä runga i te paihikara.</i> B<sub>6</sub>: <i>Mä runga paihikara.</i> B<sub>7</sub>: <i>Mä raro.</i><sup>44</sup></p> <p><b>Comparing and Contrasting Travel</b></p> <p><i>Kei te haere mai a Whetu mä runga pahi, engari kei te haere mai a Rangi mä runga höiho.</i></p>
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<sup>42</sup> At this stage leave this form of imperative as a formulaic expression.

<sup>43</sup> Note that example B<sub>1</sub> uses a definite noun phrase and example B<sub>2</sub> uses incorporated indefinite nouns.

<sup>44</sup> Means 'by (on) foot'.

Suggested language focus	Some suggested vocabulary
<b>Conjunctions</b> <ul style="list-style-type: none"> <li>contrast</li> <li>comparing</li> <li>co-ordinating</li> </ul>	<i>engari</i> <i>ä</i> <i>kätahi</i> ...
<b>Particles</b> <ul style="list-style-type: none"> <li>agent in an unmarked event</li> <li>personal article</li> <li>verbal particles indicating ongoing present event</li> </ul>	<i>e</i> <i>a</i> <i>E</i> ... <i>ana</i>
<b>Prepositions</b> <ul style="list-style-type: none"> <li>direction</li> <li>location</li> <li>object with active event</li> <li>transport</li> </ul>	<i>ki</i> <i>i/kei</i> <i>i</i> <i>mä</i>
<b>Question forms</b>	<i>Kei te aha ...?</i> <i>Kei hea ...?</i> <i>... ki hea?</i> <i>...i hea?</i> <i>Ma hea ... ai?</i>
<b>Verbs</b> <ul style="list-style-type: none"> <li>habitual</li> <li>routine</li> <li>ongoing present event (intransitive) (i.e. no object)</li> <li>ongoing present event (transitive)</li> </ul>	<i>verb + ai</i> <i>verb + ai + adverbial specifying time.</i> <i>E verb ana</i> <i>E verb ana (object marked by 'i')</i>
<b>Other:</b> <b>NOUNS</b> <ul style="list-style-type: none"> <li>accommodation, rooms</li> <li>city buildings and landmarks</li> <li>eating places</li> <li>entertainment</li> <li>meals</li> <li>shops</li> <li>sport and leisure</li> <li>transport</li> </ul>	<i>käingga taiohi, hötëra, mötëra ...</i> <i>tünga pahi, whare wänanga, kura ...</i> <i>whare kawhi, wähikai ...</i> <i>whare pikitia, whare pukapuka ...</i> <i>parakuhi, tina, kai nohinohi ...</i> <i>toa, whare hoko ...</i> <i>pähiketepöro, papa reti, korowha ...</i> <i>waka rererangi, pahi, waka ...</i>

## Level 4: Achievement Objectives - Examples, Suggested Language Focus, Some Suggested Vocabulary

Achievement objectives	Examples
4.1 offer, accept, and decline things, invitations, and suggestions;	<p><b>Offerings, accepting and declining things</b></p> <p>A<sub>1</sub>: <i>Kei te hiaiu koe?</i><sup>45</sup>  B<sub>1</sub>: <i>Äe, kei te hiaiu au.</i>  B<sub>2</sub>: <i>Käore.</i>  B<sub>3</sub>: <i>Käore au i te hiaiu.</i></p> <p>A<sub>1</sub>: <i>Kei te hiahia koe ki te tiakarete?</i>  B<sub>1</sub>: <i>Äe, kei te hiahia au ki te tiakarete.</i>  B<sub>2</sub>: <i>Käore.</i>  B<sub>3</sub>: <i>Käore au i te hiahia te tiakarete.</i></p> <p>A: <i>He kawhe anö mäu?</i>  B<sub>1</sub>: <i>Äe.</i>  B<sub>2</sub>: <i>Äe, He kawhe anö mäku.</i>  B<sub>3</sub>: <i>Käore. Kei te pai au.</i></p> <p><b>Offering, accepting and declining invitations</b></p> <p>A: <i>Kei te haramai koe ki taku pö whakangahau, në?</i><sup>46</sup>  B<sub>1</sub>: <i>Äe rä, ka haere au.</i>  B<sub>2</sub>: <i>Käore. Käore au i te wätea. He hui täku.</i></p> <p><b>Offering, accepting and declining suggestions</b></p> <p>A: <i>Tärä pea, he pai ake te häte whero i te häte mä.</i>  B<sub>1</sub>: <i>Äe rä, ka tika hoki.</i>  B<sub>2</sub>: <i>Käo, he iti rawa.</i></p>

<sup>45</sup> This form is generally restricted to *hiaiu, hiakai, hiamoe*.

<sup>46</sup> Tag question (with a rising intonation indicating expectation of a positive response). ‘*Rä*’ or ‘*hä*’ is added to give emphasis (eg, *në rä, në hä*).

<p><b>4.2</b> communicate about plans for the immediate future;</p>	<p><b>Future Event (without object)<sup>47</sup></b></p> <p>A: <i>Ka aha ia äpöpö?</i>  B<sub>1</sub>: <i>Ka haka ia äpöpö.</i></p> <p>Future Event (active)</p> <p>A: <i>Ka aha koe ätahirä?</i>  B<sub>1</sub>: <i>Ka whakatika au i te whare ätahirä.</i></p> <p>A: <i>Ä hea koe haere ai ki te hui?</i>  B<sub>1</sub>: <i>Ä te rua karaka.</i>  B<sub>2</sub>: <i>Ä te rua karaka au haere ai.</i></p>
<p><b>4.3</b> communicate about obligations and responsibilities;</p> <p><b>4.4</b> give and seek permission;</p>	<p><i>Ä te Rähoroi, me whakarite e au te poroporoaki.<sup>48</sup></i></p> <p><i>Ka tika, me noho au i te marae.</i></p> <p>A: <i>Kei te pai kia haere au?</i>  B<sub>1</sub>: <i>Äe, kei te pai (kia haere koe).</i>  B<sub>2</sub>: <i>Äe, kei te pai (kia haere koe), engari me hoki mai koe ä mua i te waru karaka.</i>  B<sub>3</sub>: <i>Käo, käore koe i te wätea, nö te mea he mahi anö täu.</i></p>
<p><b>4.5</b> communicate about the quality, quantity, and cost of things.</p>	<p>A: <i>Pëhea tënei äporo?</i>  B<sub>1</sub>: <i>He maoa/ reka.</i></p> <p>A: <i>E hia ngä äporo?</i>  B<sub>1</sub>: <i>E whä ngä äporo.</i>  B<sub>2</sub>: <i>Kotahi te äporo.</i></p> <p>A: <i>Kia hia ngä äporo?</i>  B<sub>1</sub>: <i>Kia whä ngä äporo.</i></p>
	<p>A: <i>He aha te utu mö ngä hëki heihei?</i>  B<sub>1</sub>: <i>E toru tära e rima tekau mä rima hëneti.</i></p>

<sup>47</sup> Note 'ka' with a future adverbial indicates future time in Mäori (e.g. *Ka hoki au ä tärä wiki*).  
<sup>48</sup> *Me* frequently uses an agent, marked with *e*.

<b>Suggested language focus</b>	<b>Some suggested vocabulary</b>
<b>Adjectives</b> quality	<i>maoa, reka, pirau ...</i>
<b>Adverbs</b> future time  uncertainty	<i>ā... (e.g. āpōpō, ātahirā, ākuanei, ā te ruā karaka, ā te Mane, ā tērā wīki, ā tērā marama, ā tērā tau...)</i> <i>pea</i>
<b>Conjunction</b> reservation	<i>engari me</i>
<b>Pronoun (future)</b> first person: a-category o-category second person: a-category o-category third person: a-category o-category	<i>mäku</i> <i>möku</i> <i>mäu</i> <i>möu</i> <i>mäna</i> <i>möna</i>
<b>Particle</b> another verbal particle indicating event follows with numbers with verb (obligation) with verb (requesting)	<i>anö</i> <i>ka</i> <i>kia</i> <i>me</i> <i>kia</i>
<b>Prepositions</b> object object (verbs of wanting)	<i>i te</i> <i>ki te...</i>

Suggested language focus	Some suggested vocabulary
<b>Question forms:</b>	
cost	<i>He aha te utu mö . . . ?</i>
how many	<i>E hia . . . ?</i>
future plans	<i>Ä hea . . . + verb ai ( . . . ) ?</i>
quality	<i>Pëhea . . . ?</i>
quantity	<i>Kia hia . . . ?</i>
tag question (rise = expectation of positive response; fall-rise = expectation of negative response)	<i>në ± rä/ hä?</i>
wants	<i>Kei te hiahia . . . ki te . . . ?</i>
<b>Verbs</b>	
future event (intransitive) (i.e. no object)	<i>ka + verb + future adverbial</i>
future event (active transitive)	<i>verb (object marked by 'i') + future adverbial</i>
completive	<i>mutu, oti . . .</i>
wish/want	<i>hiahia, pïrangî . . .</i>
buy/ sell	<i>hoko</i>
household tasks	<i>horoi, whakatika . . .</i>
routine duties	<i>tapahi karaehe, horoi ngä rïhi . . .</i>
<b>Others</b>	
<b>NOUNS</b>	
clothes	<i>häte, pötae, poraka . . .</i>
occupations (esp shopkeepers)	<i>kaihoko, këmihi . . .</i>
currency	<i>tära, hëneti,</i>
food	<i>känga pirau, pühä, wätäkirihî . . .</i>
eating utensils	<i>naihi, paaka, pune . . .</i>
weights/measures	<i>kiro, karamu, mita, hënimita . . .</i>
<b>FORMULAIC</b>	
suggesting	<i>Tërä pea . . .</i>
accepting	<i>Äe rä . . .</i>
<b>NUMBERS</b>	<i>100 ff.</i>

# Te whakamahere roa, waenganui, poto hoki

## Long, mid and short term planning

There are three different stages of planning. These are Long Term, Mid Term and Short term. Planning is usually completed in template format.

- Long Term provides long term over sight of a programme of learning. By long term, we usually refer to a Year. The type of planning templates included with Long Term Planning includes Annual Overviews, Assessment Schedules and Course overview
- Mid Term Planning provides mid term over sight, of approximately half a term. Mid Term planning templates include Planning Maps and Unit Plans.
- Short Term Planning usually refers to one off instances of teaching, such as within a lesson. Short Term planning templates includes Lesson Plans, Lesson Plan Overview and Activity Descriptions.

REFER TO THE SAMPLE LONG TERM PLANNING TEMPLATES ON THE FOLLOWING PAGES FOR YEAR 9. THESE INCLUDE:

- Annual overview
- Assessment Schedule
- Course overview

REFER TO THE MID TERM PLANNING TEMPLATES ON THE FOLLOWING PAGES. THESE INCLUDE:

- Planning Map
- Unit Plans

REFER TO THE SHORT TERM PLANNING TEMPLATES ON THE FOLLOWING PAGES. THESE INCLUDE:

- Lesson Plan overviews
- Activity Descriptions.

2016 Reo Māori Annual Overview - Year 9

Year 9 Annual Assessment Schedule

Unit No.	Duration	Topic	Communication	Language Mode	Language Skills	Term	Assessment date/wk1
1	3	Ko ahau	1.2 Give and respond to introductions 1.6 use language, positioning and movement to show respect	Pānui / Tuhituhi	<ul style="list-style-type: none"> <li>Identify letters of the Māori alphabet letter combinations, basic written language conventions, and simple punctuation.</li> <li>Write vowels with macrons.</li> <li>Reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts.</li> </ul>	1	Week 4
2	3	Tūtaki Tangata	1.2 give and respond to greetings, farewells and thanks	Whakarongo / Kōrero	<ul style="list-style-type: none"> <li>Identify the sounds of letters of the Māori alphabet letter combinations, intonation, and stress patterns.</li> <li>Imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences.</li> </ul>	1	Week 7
3	4	Toku whānau	1.5 Communicate using colour, shape, size 2.2 Communicate about people 2.5 recognise and express ownership and relationship	Pānui / Tuhituhi	<ul style="list-style-type: none"> <li>Recognise and understand simple, familiar written words, phrases, and sentences</li> </ul>	1	Week 11
4	5	Toku akomanga	1.1 recognises and use classroom expressions and instructions 1.3 respond to and express requests for repetition, clarification and help 1.4 communicate using numbers 2.3 use concepts of amount, quality and state	Whakarongo / Kōrero	<ul style="list-style-type: none"> <li>Recognise and understand simple, familiar spoken words, phrases, and sentences.</li> <li>Respond appropriately to simple, familiar instructions and simple questions.</li> </ul>	2	Week 5
5	5	Toku kainga	1.4 communicate about time and place 2.2 communicate about people, places and things 1.3 respond to and express agreement and disagreement	Whakarongo / Tuhituhi	<ul style="list-style-type: none"> <li>Recognise and understand simple, familiar spoken words, phrases, and sentences.</li> <li>Write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.</li> </ul>	2	Week 10

6	5	Toku kura	2.1. communicate interest, need, enjoyment and opinion 2.4 offer, accept, refuse and deny things 2.6 understand and use expressions of time and condition	Pānui / Tuhitahi	<ul style="list-style-type: none"> <li>Identify letters of the Māori alphabet, letter combinations, basic written language conventions, and simple punctuation.</li> <li>Write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.</li> </ul>	3	Week 5
7	4	Te moana	2.7 make requests, give instructions and respond to requests and instructions	Pānui / Kōrero	<ul style="list-style-type: none"> <li>Recognise and understand simple, familiar written words, phrases, and sentences.</li> <li>Ask simple questions.</li> <li>Begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning.</li> </ul>	3	Week 9
8	4	Ngā huare	2.4 Communicate about time, weather, and seasons. 1.5 Communicate about direction	Pānui / Tuhitahi	<ul style="list-style-type: none"> <li>Identify letters of the Māori alphabet, letter combinations, basic written language conventions, and simple punctuation.</li> <li>Write letters and numbers.</li> </ul>	4	Week 4
9	4	Te tunu kai	1.7 express and respond to desires, needs and preferences 1.5 Communicate using colour, shape, size and weight	Whakarongo / Kōrero	<ul style="list-style-type: none"> <li>Recognise and understand simple, familiar spoken words, phrases, and sentences.</li> <li>Initiate simple conversations in Māori.</li> </ul>	4	Week 8

# Course Summary - Year 9 Reo Māori (9RM)

[INSERT MIHI]

**Course Focus:** This is both a full year and half year, two-semester course that focuses on helping students to begin using te reo Māori.

**Course Assessment:** During the teaching of each topic of work, students will be provided with on-going formative feedback about their progress. At the end of each unit of work students will be assessed through summative assessments. These assessments will be based on the receptive *kōrero* (K) and *whakarongo* (WH) language modes and the productive *pānui* (P) and *tuhituhi* (T) language modes. Student results will be shared with students upon the return of summative assessments. Summative assessment results will be available to students via the school intranet within two weeks of assessment completion, and will also be available on school reports as applicable.

**Course Homework:** Homework will be given after each lesson, however the length of homework will vary; it might require multiple days, hours or just minutes to complete. Extra homework may also be assigned if there is an assessment task approaching. All completed homework should be submitted either electronically or in hard copy as specified by the kaiako, by the due date given.

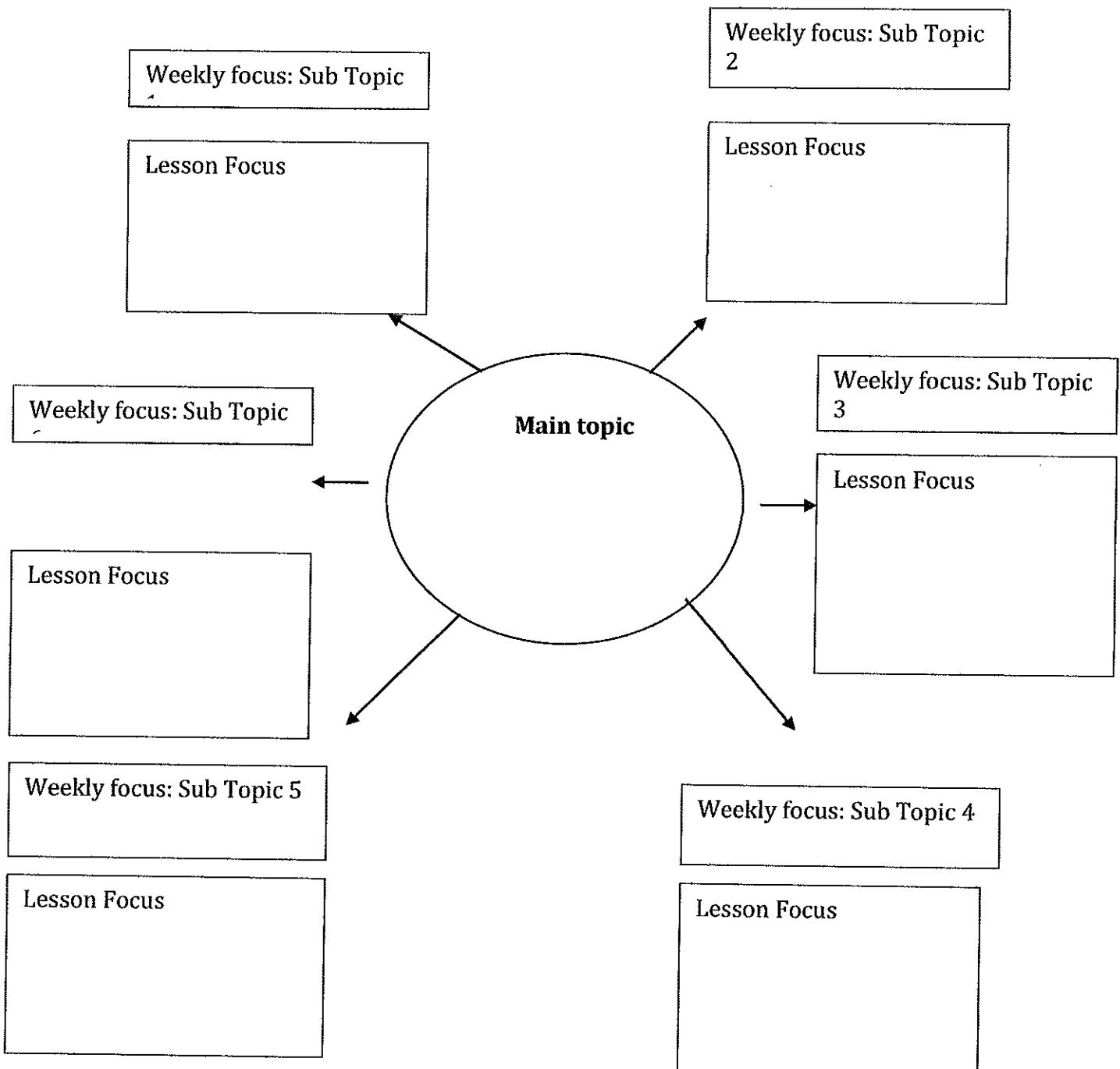
The following provides an overview of the course and course requirements.

Course title	Y9 RM	Curriculum Level	1 & 2	Qualification Level	Y9 RM
Language proficiency target and curriculum level	It is expected that by the end of this course students will be able to understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and also interact in predictable exchanges. They will be able to read and write straightforward versions of what they have learned to say. They will also be aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Students will also develop an awareness of the processes involved in learning te reo Māori.				
Pre-requisites	Nil	This course leads to	Y10 RM	Time allowance	3 lessons weekly
Topics and language mode assessed	First semester / Terms 1 & 2		Assessment term and week	Second semester / Terms 3 & 4	
	1	Ko ahau (P/T)	Term 1, Wk 4	6	Tōku kura (P/T)
	2	Tūtaki tangata (WH/K)	Term 1, Wk 8	7	Te Moana (P/K)
	3	Tōku whānau (P/T)	Term 1, Wk 11	8	Ngā huarere (P/T)
	4	Tōku akomanga (WH/K)	Term 2, Wk 5	9	Te tunu kai (WH/K)
	5	Tōku kāinga (WH/T)	Term 2, Wk 10		
Assessment requirements	You will be required to complete both formative and summative assessments throughout the year. Each term, you will complete 1 formative assessment at the end of each Unit of work – these assessments will test your knowledge of one receptive and once productive language mode (e.g. Pānui and tuhituhi). In addition, in terms 2 and 4 you will be required to complete summative assessments, in other words the school exams for Juniors at MAGS.				
Key resources & reference	There are a range of useful resources, both electronic and hard copy, that you might like to explore and use throughout the course of the year. See below				

Nāku noa,

[INSERT TEACHER DETAILS]

## Planning Map



**Achievement objective:**

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**Language Mode 1 & skill (bulletpoint):**

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**Language Mode 2 & skill (bulletpoint):**

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## Unit Plan Template

Unit rationale:			
Main topic area:	Sub topic areas:	Curriculum Level / Year Level	Duration of Unit: (in weeks)
(Integrated) Achievement Objectives of respective curriculum area/s:		Curriculum Strands and skills:	
Key Competencies: (drawn from the New Zealand Curriculum)		Tikanga:	
Pre-teaching preparation:			
Possible Integrated Language Intentions:		Possible Learning Experiences/Activities:	
(What do you hope the children will achieve by the end of this unit? These should stem from the planning map)		(What will the children do to achieve the integrated language intention? Include phase 1, 2 and 3 activity titles only)	
		Phase 1	
		Phase 2	
		Phase 3	
1			
2			
3			
4			
5			
6			
Summative Assessment:		(How will you summatively assess the child's language development / the Achievement Objective / Language Mode?)	
Is your summative assessment task attached: Yes / No			

<p><b>Support Resources:</b></p> 	<table border="1"> <thead> <tr> <th data-bbox="493 157 759 1123">Māori</th><th data-bbox="493 1123 759 2138">English</th></tr> </thead> <tbody> <tr> <td data-bbox="759 157 959 1123"></td><td data-bbox="759 1123 959 2138"></td></tr> </tbody> </table>	Māori	English		
Māori	English				
<p><b>Sentence Structure:</b></p>	<table border="1"> <thead> <tr> <th data-bbox="493 1123 759 1235">Māori</th><th data-bbox="493 1235 759 2138">English</th></tr> </thead> <tbody> <tr> <td data-bbox="759 1123 959 1235"></td><td data-bbox="759 1235 959 2138"></td></tr> </tbody> </table>	Māori	English		
Māori	English				
<p><b>Vocabulary:</b></p>	<table border="1"> <thead> <tr> <th data-bbox="493 2138 759 2219">Māori</th><th data-bbox="493 2219 759 2241">English</th></tr> </thead> <tbody> <tr> <td data-bbox="759 2138 959 2219"></td><td data-bbox="759 2219 959 2241"></td></tr> </tbody> </table>	Māori	English		
Māori	English				

Topic	1. Introductions			Course: Year 9 Reo Māori			
	Week	Weekly Focus	Lesson 1		Lesson 2	Lesson 3	Lesson 4
1	Course introduction	Meeting and greeting	Introduction to online system	Introduction to Te Reo Māori			
2	Participating in a cultural welcome	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
3	Local Maori histories	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Topic	2. Ko ahau – Me			Course: Year 9 Reo Māori			
	Week	Weekly Focus	Lesson 1		Lesson 2	Lesson 3	Lesson 4
4	Introduction to Pepeha						
5	Introducing a friend to a group	Asking for personal information					
6	Asking and saying how someone is feeling						

Topic	3. Te Tūtaki Tāngata – Meeting People			Course: Year 9 Reo Māori		
	Week	Weekly Focus	Lesson 1	Lesson 2	Lesson 3	Lesson 4
7	Greeting others					
8	Praising others					
9	Farewelling others					

Topic	4. Tōku whanaau – My family			Course: Year 9 Reo Māori
Week	Language Focus	Lesson 1	Lesson 2	Lesson 3
10	Describing clothing and shapes using colour			
11	Describing family members			
12				

**Activity Task Description Template**

<b>Resource created by</b> [your name]		<b>Curriculum &amp; Year level</b>	
<b>Topic</b> [ big]		<b>Sub topic</b> [little]	
<b>Language technique</b>		<b>Language mode &amp; skill</b>	
<b>Description of resource</b>	<p>The Maori language resource is a ...</p> <p>It contains ...</p>		
<b>We are learning to ...</b> [Language intention (WALT) As a result of using this resource, in this way, I hope the students will be able to ...]			
<b>Communicative aim</b> [What are the learners communicating for?]			
<b>How to play/use:</b>			
<b>Sentence structures to teach with this resource</b> [Question & Answer, in Maori and in English]	<b>Question and Answer to teach (in Maori)</b>	<b>Question and Answer to teach (in English)</b>	
<b>Vocabulary to teach with this resource</b> [list in Maori and in English]	<b>Vocabulary to teach (in Maori)</b> 5 – 7 in total (no more than 10)	<b>Vocabulary taught (in English)</b> 5 – 7 in total (no more than 10)	
<b>Prior knowledge possibly needed:</b>			
<b>Learner arrangement</b> <i>Individual, Small group, Pair, Whole class?</i>			
<b>Group size</b> [number of students interacting at any one time]			
<b>References:</b>			

## 2. PLAN

### Ngā hākune reo

### Language techniques

Language techniques are the deliberate acts of teaching that teachers do, to elicit a certain type of language behaviour. Language techniques can be aligned with Language Modes. For example there are certain types of techniques that can be used to develop speaking, reading, writing and listening skills. A language technique usually has a short name, for example: Cloze. A cloZe is a reading technique which involves deleting words from a reading passage and replacing the deleted work with a line. The removed words are placed in to a list, and the students are required to insert the correct work back in to the gap, in order to develop reading skills.

REFER TO THE POWERPOINTS ON LANGUAGE TECHNIQUES FOR THE LANGUAGE MODES OF READING, WRITING, SPEAKING AND LISTENING

## Teaching listening in te reo Māori

## Listening Approaches

- Phonics approach – sound of letters, vowels, consonants, diagraphs, macron usage (often used with dictation)
  - Listen-Respond approach – whole word recognition, high frequency words, collocation
  - Guided listening – Teachers teach listening strategies while they read to a group or whole class – teachers may ask questions to prompt thinking before, during and after the listening activity, *unless listening skills are being assessed*

## Having an organised listening programme

- Set aside listening time each week
  - Arrange students into ability groups
  - Provide guided listening opportunities for all students
  - Change listening materials regularly
  - Involve whanau – get whanau to read to children where possible to nurture their listening skills
  - Connect listening material to their prior knowledge and world of experience
  - Provide adequate scaffolding, assisted performance opportunities, guided participation and collaboration opportunities

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## What types of materials?

- Visually attractive
- Short and simple
- Achievable
- Available electronically as well (eg: audio file and quiz available online – students log in to complete) – must have high speed internet connection

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## Whakarongo techniques

Whakarongo (Participation techniques)	Whakarongo (Questioning)
Whakatene (When reading the passage, students answer questions and share their answers with the class.)	Distanciate students (away from a staff) being read to them and respond directly
Reading cards (Students read questions and answer them individually or in pairs to the teacher or to a partner.)	Participative (team) give one or more students the opportunity to respond to the teacher's question and then asking another)
Listen and draw (Picture orientation) – a description of a scene is provided and students draw what they hear. This can be done individually or in pairs.	Odd out – learners listen to a set of four words and must decide which is odd and out (original based on the given content that of the 4).
Listen and answer – a short passage is read to students (this is to increase this is fact). Students are tested with a set of questions. They must listen to the passage and answer the questions.	Picture ordering – students listen to a description of a scene and then they have to draw it out in the order they hear it.

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## More techniques

Interview - question and answer	Text with questions - multi-choice (but students don't see the passage)
Quiz - true/false - could be used with pictures and students answer questions about the picture (either individual pictures or one big picture) / listening to pictures	Responding to statements - eg: true/false
Puzzles - may be based on pictures or brief descriptions and give meaning focused practice in listening.	3 choice true/false/not stated (eg: true/false/not stated)
	Recorded cloze - learners listen to a resource. Every 15th word is missed out on the students text in front of them, and students write it in as they hear it.

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## Teaching writing in te reo Māori

## Writing principles (Nations pg 93 - 94)

- Meaning focused input – learners bring experience and knowledge to their writing
  - Meaning focused output – Learners should write with a message-focused purpose
  - Language-focused learning – learners should have conscious strategies for dealing with parts of the writing process
  - Fluency development – Learners should increase their writing speed so that they can write very simple material with confidence

## Writing Approaches

- **Free Writing:** Learners write for a period of time in class on a topic of interest to them.
  - **Process Writing:** Process writing usually begins with some form of *pre-writing activity* in which learners work together in groups to generate ideas about a particular topic. First draft, revised, edit, share
  - **Language experience** – experience voiced by learner, written by teacher, read by student
  - **Shared writing** – Composition completed with others
  - **Guided reading** – writing resources designed to guide the writer (eg: use of pictures, errors, gaps in written text)
  - **Independent tasks** – learners rely on their own resources

### Experience tasks

- Before learners can write they need to have knowledge of words in the target language to draw upon. They should be able to read these words and know what they mean.
- Activities should be modified to come within the experience of the learner
  - simplification
  - recall / share experiences
  - pre-teaching or experiencing

Writing may be done in groups, with a writer

- Some techniques include draw and write, linked skills, partial writing (list words), ten perfect sentences, setting your own questions

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### Shared tasks

- Shared writing allows individuals to successfully complete tasks which would otherwise be too difficult with the support of a fellow student
- Some techniques include – reproduction, listen and write (dictation/dictocomp/ dictogloss), blackboard composition, group-class composition, writing with a secretary

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### Guided tasks

- Guided composition with use of pictures
- Writing tasks such as in language learning exercise books are often guided tasks
- A high degree of success is expected
- **Identification techniques** – involves repeat, translate or put into a different form. Dictation, copying, writing from information transfer diagrams, writing about pictures, answering questions about picture, delayed copying
- **Writing with grammar help** – involves correction techniques, completion techniques, back writing
- **Ordering** – put in right order, follow the pattern, substitution, transformation,

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### Simple writing genre' (text types)

- Pepeha (iwi-specific sayings)
  - Captions for pictures and photographs
  - Simple, short dialogues
  - Whakapapa
  - Short personal notes, text message, email
  - Respond to dialogue
  - Card or invitation, shopping list, short letter
  - Map with instructions

### Useful website:

Short writing activities for beginners:  
[http://esl.fis.edu/learners/writing/misc/index\\_color.htm](http://esl.fis.edu/learners/writing/misc/index_color.htm)

Tuhituhi  
(Pg 93 – 111) Chapter 7, Nations

<p><b>Experiential tasks</b></p> <p><b>Draw and write</b></p>	<p><b>Setting your own question</b> - students come up with their own question and then is translated into Reo Maori and then turn into an examination question.</p>
<p><b>Linked skills</b> - start with one mode and move into another.</p>	<p><b>Shared tasks</b></p> <p><b>Reproduction exercise</b> - read or listen to a kōrero and then students have to try and reproduce story by either writing or speaking.</p>
<p><b>Partial writing</b> - work together as a class to e.g. prepare a vocab list before starting a composition. (whiteboard activity)</p>	
<p><b>Perfect sentences</b> - teacher shows a picture or suggests a subject and learner writes 10 perfect sentences</p>	<p><b>Dictocomp</b> - hear story once, and then compose a written piece by filling in the gaps heard into the story. This is similar to a dictogloss.</p>
<p><b>Issue log</b> - at the beginning of unit, each student is given a sub Kaitiaki and at regular intervals they write about it for a diary.</p>	<p><b>Black board comp</b> - composition with the whole class - brainstorm and students suggest sentences to write composition</p>

<p><b>Group / class composition</b> (students work in groups as above) and then write on their own</p>	<p><b>Guided:</b> Picture or an action and students write about</p>
<p><b>Group composition</b> amongst themselves without reference to class</p>	<p><b>Picture comp</b> (same process as above)</p>
<p><b>Writing with a secretary</b> - Pair activity - trying to produce a composition and one is familiar with the content and one is tasked writing it down.</p>	<p><b>Delayed copying / Re tell based on a phrase</b> (One sentence at a time - see a passage and look at one phrase, try to remember and then look away and write it.)</p>
<p><b>Guided:</b> <b>Identification techniques:</b></p>	<p><b>Writing with grammar help</b> - involves correction techniques, completion techniques, back writing</p>
<p><b>Translation / dictation / copying</b></p>	<p><b>Ordering</b> - put in right order, follow the pattern, substitution, transformation,</p>
<p><b>Look and write</b></p>	

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## Teaching Speaking in te reo Maori

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### Principles for teaching beginners (Nations pg 19)

- Meaning – Focus on meaningful and relevant language
- Interest - Maintain interest through a variety of activities
- New language – avoid overloading learners with too much new language
- Understanding – Provide plenty of comprehensible input
- Stress free – Create a friendly, safe, cooperative classroom environment

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### Meaning

- Engage in meaning focused dialogue
  - - Classroom management
  - - Informal conversation
  - - Recalling previous lessons
  - - Finding out learners opinions and ideas

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### Interest

- Activities should involve movement
- Use real life objects where possible
- Planned trips outside the classroom
- Use songs and simple chants in between more demanding activities
- Introduce and practice new content through language games

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### New language

- Little need to focus on grammar in the early part of a second language course
- Learn set phrases and words
- Learn a little, use a lot
- Don't overload learners with too many new words

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### Understanding

- Listen and do before using *guided* activities
- Build up confidence through listening activities
- Use visual aides such as pictures, gestures, mime, objects and experiences out of class
- Keep to one form of the phrases to save students confusion
- Teach phrases of how to say I don't understand, or can you repeat please

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Stress free

- Provide variety, movement, physical comfort, frequent interaction, successful language experiences, opportunities to experiment without penalty

## Speaking Strategies

Memorise useful phrases and sentences: Start with who they are, where they are from and what they do, greet, thanks. Memory does not require knowledge of grammar

Practice sentence patterns: Use a range of techniques which enable learners to practice using the language (eg: substitution)

When choosing phrases:

- Learners think of things they want to be able to say
  - Teachers identify useful phrases, sometimes based on observation of learners and their use
  - Teacher consults lists of useful and frequent phrases
  - Teacher follows a course book

## Guided speaking

Teacher models or provides a model and students substitute their own responses

- There are many techniques where the speaking is guided or scaffolded.
- Modeling learner responses or providing a learner model to respond to, coupled with substitution of their own words or phrases is one example of guided speaking.
- Speaking with the use of pictures as supports is also an example of a guided task

The use of cuisenaire rods as used by Te Ataarangi is an example of guided speaking

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## Communicative approach

Communicative language teaching is teaching that enables students to engage in meaningful communication with the target language.

Any approach to language learning that enables students to communicate or exchange real life information for authentic reasons is a communicative approach.

Requires oral interaction

Most basic form includes asking and answering questions

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## Task-Based Language Learning

“Tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (Willis, 1996).

- Often problem based, rather than drill and practice
- Often too challenging for beginners

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### Simple speaking genre' (text types)

- Pepeha (iwi-specific sayings)
  - Simple, short dialogues
  - Reciting Whakapapa
  - Giving instructions

### Useful website:

### Speaking activities for beginners:

<http://www.mes-english.com/games.php>

[http://busyteacher.org/classroom\\_activities-speaking-worksheets/](http://busyteacher.org/classroom_activities-speaking-worksheets/)

<http://www.eslgamesplus.com>

## Speaking techniques

<p><b>Koerper</b> (Pp. 17-35) Chapter 2. Nations</p> <p><b>Descriptions</b> - describe something/an object or a person and a partner has to guess which object or person is being described</p>	<p><b>Descriptions</b> - describe something/an object or a person and a partner has to guess which object or person is being described</p>
<p><b>Interview</b> - question and answer</p> <p><b>Survey</b> - ap: how do you travel to school and a tally of information is gathered about the different modes of transport</p>	<p>Stage 1, 2 and 3 - putting students to create questions (in their mind) and respond to them. Stage 1 - what can you see, Stage 2 - what is happening, Stage 3 - Imagine / read between the lines, 3 students speak about the picture using 3 different levels.</p>
<p><b>Positioning</b> - Is when a speaker tells a listener to stand in a particular pose based on a picture</p>	<p>Ask and move - different groups have different information and they need to go around class and ask questions to complete the information they require</p>

## Speaking techniques continued

<p>2) <b>questions</b> - teacher thinks of an object and students ask questions to guess but can ask more than 20 questions</p> <p><b>Walk and talk</b> - pair work where students walk around the room to gather information from other members of the class.</p> <p><b>Same or different</b> - work in pairs - talk to spot difference in pictures</p> <p><b>Who has it</b> - students work in groups and ask who has an object/picture card so that they can make pairs. The winner has the most pairs. An alternative could be gathering food items for a shopping list.</p>	
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## Teaching reading

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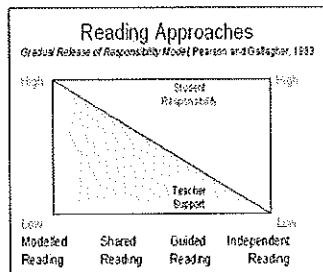


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## Reading approaches




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## Reading Approaches

Acknowledgements: Fiadhna Hyland

- Phonics approach – sound of letters, vowels, consonants, diagraphs, macron usage
- Look-Say approach – whole word recognition, high frequency words, collocation
- Choral reading – read aloud together
- Language experience – experience voiced by learner, written by teacher, read by student
- Reading aloud – Teacher reads to students
- Shared reading – Teacher reading with student input (big book), can also include groups or pairs
- Guided reading – Teachers teach reading strategies while reading with a group or whole class – teachers ask questions to prompt thinking before, during and after the reading activity
- Sustained silent reading – silently read independently

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## Establishing a reading programme

- Set aside reading time each week
- Arrange students into ability groups
- Provide guided reading opportunities for all students
- Change reading materials regularly
- Have discussions about the reading material
- Integrate reading material with other reading approaches
- Involve whanau – get children where possible to read at home as well
- Connect reading material to their prior knowledge and world of experience
- Provide adequate scaffolding, assisted performance opportunities, guided participation and collaboration opportunities

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## Creating reading resources

- Predictable
- Rhythmic
- Repetitive
- Interactive
- Visually attractive
- Short and simple
- Electronic as well

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## Reading techniques

Reference: Nations Assessing reading - chap 6 (pg 76 - 92)

Matching word with picture / Recalling sight words / Vocabulary guru / word recognition Wordfinds/Cross words	Information transfer (reading and filling a diagram or chart with info from text - not close)
Speed reading graphs (read regularly and then graph the speed and comprehension)	Reading aloud
Reading logs (regular record of work/reading completed)	True/False vocal tests (can be written or oral - tested in sentences and apply their knowledge to make their decision)
Oral book reports/Read aloud	Test of grammatical knowledge (translation)
Pronominal questions / Imperatives (written answers from a single word to sentence or paragraph long)	Testing reading speed
True / False / Alternative (answer) questions	Close activities
Matching sentences with pictures	Simple multiple choice
Create sentences with individual word cards (may use picture to support)	Singing poem with actions to assist memory
	Sequencing/reordering passage/sentences

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# **Ngā ngohe reo**

## **Language activities**

Language activities are what students do, to develop a certain type of language behaviour. Language activities involved developing the language technique in to a task for students to complete. A Cloze activity for example would contain a title, student instructions, a passage with words removed, and a list of words underneath for students to place correctly back in to the text. Students are given a resource to work through. This is an activity.

**REFER BACK TO THE ACTIVITY DESCRIPTION TEMPLATE TO BEGIN TO CREATE YOUR LANGUAGE ACTIVITIES**

**REFER TO THE SAMPLES PROVIDED IN THE ASSESSMENT TASKS**

### **3. ASSESSMENT**

#### **Te whakarite mo te aromatwai**

#### **Preparing for assessment**

There are several factors to consider when preparing for assessment. Who are you preparing the assessments for? What level of the curriculum are they working at? Have you provided adequate teaching opportunity for the students to achieve at the highest possible level? What will your assessment contain? How will it be administered? When will it be conducted? How will you mark it? How do you know if the task design was 'right'?

Assessments should include language techniques that the students have encountered before, pre-assessment. You can't assess cooking a cake by building a house. By the same token, you can't expect a well built house if you haven't taught all of the skills required to build that house before hand. There should be no surprises for students. What will differ is the content of the assessment. So take the time to map out all of the different factors that contribute to an assessment task.

**REFER TO THE ASSESSMENT TASK COVER SHEET ON THE NEXT PAGE**

#### **Ngā tumomo aromatwai**

#### **Types of assessment**

There are at least four different types of assessment. These are screening, diagnostic, formative, and summative.

Screening assessments are short, usually 15 – 20 minutes long. They are often crude assessments used at the start of a learning journey to identify where the students are at before the teaching and learning commences. A screening assessment would typically happen in the second class at the start of the year. Screening assessments are for the teacher, not the student. They don't need to be given back to students. If you do return the screening assessment, and allow it go into circulation, this means you have to keep creating new screening assessments. I personally don't return screening assessments. These are conducted for my purposes, often used to decide whether to place a junior student into an NCEA class. The screening assessment I have developed has been trialled with lots of different students, and it has served its purpose of helping me screen out those junior students who are not ready to sit NCEA early.

Diagnostic assessments are longer, but still occur at the beginning of a teaching sequence, or year. Diagnostic assessments are used to identify where a student is at at the beginning of teaching and learning sequence, such as the start of the year, but more specifically they are designed to provide more detail of learner needs.

Formative assessment is often quick fire assessment completed during the course of teaching. It could be a quiz, it could be a practice assessment task. The main purpose of formative assessment though is to find out if students have gained the knowledge, as a result of your teaching, that you hoped they had. For example, you might be working on writing letters or emails with your students in te reo Māori. You collect these in when complete, and you mark them. You give the students feedback and make suggestions of how they can improve. This mark is not recorded, nor does it go on a school report. Formative assessment is designed to keep shifting the learner or moving them closer to their learner goal.

Summative assessment is the type of assessment that is completed at the 'end' of a teaching sequence, usually at the end of a unit. For NCEA we talk about 'internals' and 'externals'. These results 'do' go on to school reports, and also contribute to student's records of learning, and impact upon their future. Summative assessment results are used to help students gain academic awards and ultimately entry into further study or employment.

When preparing your own assessment tasks, be sure to know which type of assessment you are carrying out and why.

The following document may be used as a cover sheet for your assessment task, to help with your assessment design.

## Preparing Language Assessment Tasks

### Assessment Focus

Which Achievement Objective, Language Mode and Language Skill is being assessed? Which Curriculum statement are you assessing from? ECE option- Te Whariki Strand - Mana Reo

### Assessment Type (Diagnostic, Formative, Summative)

Which type of assessment type or approach are you going to use? This should link to your assessment purpose.

### Assessment Purpose (Assessment rationale)

Why do you plan to assess this way? How will the assessment information be used? Who is the audience?

### Assessment Technique

Which language technique/s will you use to gain the information that you want? Which language skill (bullet point) does this align with. (A technique is an activity type eg: cloze, multichoice, write captions, spot the difference etc)

### Assessment Measure

How will you 'measure' the language learning progress? Will you use numbers to report progress? Will you use quality statements to qualify the learning ie: criteria? How will these align to the proficiency targets? What are the answers or responses you expect (marking key)? ECE will respond to focusing questions regarding assessment as per Kei tua o te pae.

### Assessment Procedure

How will the assessment be conducted? What will the teacher do? What are the expected behaviours of the children while the assessment is in process? How long will the assessment procedure last?

### Assessment task input

What will the children receive or engage with? How will they receive it? (Online? In writing? Orally) How will the instructions be provided? (Orally, in writing? by a CD? By teacher? a combination of these) How will the children's responses be captured? ie: will they be recorded? Will they write their responses on paper? Will they complete their assessment online? Attach a copy of what the children will receive with instructions. Include references as appropriate.

### Summative Assessment Schedule (Primary/Secondary only)

How does all of the above fit with your assessment schedule. Summative Assessment Schedules provide a long term view of summative assessment actions over a year. Information from the S.A.S will be derived from the Year Overview. This is where the focus of each assessment can be specifically detailed by way of specific language skill. One per assessment is sufficient. S.A.S information should be available to parents and students from the first day of school. The Summative Assessment Schedule will act as a point of reference, when preparing summative assessment tasks for children, and using these results when reporting to parents or care givers.

Preparing Language Assessment Tasks	
<b>Assessment Focus</b>	
<b>Assessment Type (Diagnostic, Formative, Summative)</b>	
<b>Assessment Purpose (Assessment rationale)</b>	
<b>Assessment Technique</b>	
<b>Assessment Measure</b>	
<b>Assessment Procedure</b>	
<b>Assessment task input (attachments including references as appropriate)</b>	
<b>Summative Assessment Schedule</b>	

## Ngā tikanga aromatawai reo Assessment specifications

When high stake assessment tasks are prepared, such as those which are used for NCEA, there are a set of assessment considerations that are taken in to account. These outline the dimensions of the assessment activities, for example the word length of a reading passage, the duration of a speech, or the length of a written passage. The assessment specifications 'may' also give advice on topics that will be covered in the assessment, and the types of language techniques that may also be used.

REFER TO THE JUNIOR REO MAORI ASSESSMENT SPECIFICATIONS (JUNIOR SAMPLE) ON THE FOLLOWING PAGE

# Language Test Specifications (Draft May, 2013)

Test considerations	Screening assessment	Year 9	Year 10
<b>Test duration</b>	20 minutes (Panui/Tuhituhu only) after page one is completed	30 minutes (15 mins per language mode, not including speaking) building up to 50 minutes (25 minutes each language mode) by the end of the year	50 mins (25 mins per language mode, building up to 40 mins per language mode by the end of the year)
<b>Word length of passages</b>	Panui - Individual sentences 70 – 80 words (across reading and guided writing tasks)  Written – 35 – 40 words (using guided writing techniques)	Panui – 80 - 100 words building up to 200 by the end of the year  Whakarongo – 80 – 100 words building up to 200 by the end of the year  Tuhituhu - 80 – 100 words building up to 200 by the end of the year	Panui – 200 words building up to 350 by the end of the year  Whakarongo – 200 words building up to 350 by the end of the year  Tuhituhu – 200 words building up to 350 by the end of the year
<b>Grammar</b>	Level 1 and 2 sentences	Level 1 and 2 sentences	Level 3 and 4 sentences
<b>Possible Panui/Vocabulary techniques</b>	Insert the correct particles 5 sentences	Insert the correct particles 5 sentences	Insert the correct words (cloze) 10 words & sentences
<b>Language intention: Panui</b>	Respond to short passage with once sentence (simple sentences) 5 sentences  Multiple choice responses to short passage (slightly more difficult questions) 5 questions	Respond to short passage with once sentence (simple sentences) 5 sentences  Multiple choice responses to short passage (slightly more difficult questions) 5 questions	Respond to short passage with one sentence (simple sentences) 6 sentences  True/False/Not given responses to short passage (slightly more difficult questions) 6 questions
<b>Language intention: Whakarongo</b>	Respond to short passage with once sentence (simple sentences) 5 sentences  Multiple choice responses to short passage (slightly more difficult questions) 5 questions	Respond to short passage with once sentence (simple sentences) 5 sentences  Multiple choice responses to short passage (slightly more difficult questions) 5 questions	Respond to short passage by drawing a picture 8 sentences  True/False/Not given responses to short passage (slightly more difficult questions) 8 questions  Multiple choice responses to short passage (slightly more difficult questions) 8 questions
<b>Language intention: Tuhituhu</b>	Answer three sentences about three different pictures  Write three different sentence to describe the ‘simple’ pictures – 3 sentences  Translate short sentences into Te Reo Maori – 5 sentences  Describe the appearance of a person or object person in a given picture – write 5 sentences	Answer three sentences about three different pictures  Write three different sentence to describe the ‘simple’ pictures – 3 sentences  Translate short sentences into Te Reo Maori – 5 sentences  Describe the appearance of a person or object person in a given picture – write 5 sentences	Use 4 given pictures to write a 12 sentence story (3 level guide)  Use one given picture to write a story of approximately 150 words  Select one topic (generally familiar to learners such as my school, my family, my favourite music or my favourite sport) and write about this.  Utilise a mind map to assist. (Mind map will not be marked)

## Assessment Specification Guidelines 2014 - 2016

**Notes:** When setting panui and tuhituhi assessments the following may be useful. I intend on exploring whether flipping the panui and tuhituhi assessment specifications below will provide consistent results for korero and whakarongo assessments also. Which assessment specifications do teachers follow when setting creative writing assessment tasks?

Level	Language mode	Text length	Genre'	Writing choices per genre'
1	Tuhituhi	1 written passage of 250 words each (Waihanga Tuhinga min 150 words x 2 pieces)  (Average of 6 sentences per paragraph = 48 words)	<ul style="list-style-type: none"> <li>• conversations /discussions</li> <li>• narrative / personal writing</li> <li>• recount</li> <li>* information report</li> <li>• explanation / instructions</li> <li>• descriptive writing</li> </ul>	3
2	Tuhituhi	1 written passage of 350 words each (Waihanga Tuhinga min 200 words x 3 pieces)	<ul style="list-style-type: none"> <li>• expository writing</li> <li>• analytical / critical writing</li> <li>• creative writing.</li> </ul>	3
3	Tuhituhi	1 written passage of 450 words each (Waihanga Tuhinga min 250 words x 3 pieces)	None specified	3

Level	Language mode	Text length	Genre'	Questions per paragraph
1	Panui	500 words (3 paragraphs of approximately 160 words each)	<ul style="list-style-type: none"> <li>• conversations /discussions</li> <li>• narrative / personal writing</li> <li>• recount</li> <li>* information report</li> <li>• explanation / instructions</li> <li>• descriptive writing</li> </ul>	1 (total of 3 questions)

**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- short answer questions in te reo Māori
- short answer questions in English
- translating selected phrases or sentences from the passage into English
- finding the phrase in te reo Māori from the text that has the same meaning as an equivalent phrase in te reo Māori
- finding the phrase in te reo Māori from the text that has the same meaning as an equivalent phrase in English.

2	Panui	600 words (3 paragraphs of approximately 200 words each)	<ul style="list-style-type: none"> <li>• expository writing</li> <li>• analytical / critical writing</li> <li>• creative writing.</li> </ul>	1 (total of 3 questions)
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**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- questions in Māori
- questions in English
- translating selected phrases or sentences
- finding the phrase in Māori from the text.

3	Panui	700 words (3 paragraphs of approximately 230 words each or one passage of 700 words)	None specified	4 questions
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**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- short answer questions in Māori
- short answer questions in English
- translating selected phrases or sentences from the passage
- finding the phrase in Māori from the text that has the same meaning as the phrase in English.

## Assessment Specification Guidelines

Level	Language mode	Text length	Genre'	Writing choices per genre'
1	Korero	2 spoken opportunities (3 minutes long minimum total)	<ul style="list-style-type: none"> <li>• conversations /discussions</li> <li>• narrative / personal writing</li> <li>• recount</li> <li>* information report</li> <li>• explanation / instructions</li> <li>• descriptive writing</li> </ul>	3
2	Korero	2 spoken opportunities (6 minutes long minimum total)	<ul style="list-style-type: none"> <li>• providing an argument</li> <li>• critique/analysis of an issue</li> <li>• telling a story (eg: something 'creative'/joke/)</li> </ul>	3
3	Korero	2 spoken passages (9 minutes long)	None specified	3

Level	Language mode	Text length	Genre'	Questions per paragraph
1	Whakarongo	500 words (3 paragraphs of approximately 160 words each)	<ul style="list-style-type: none"> <li>• conversations /discussions</li> <li>• narrative / personal writing</li> <li>• recount</li> <li>* information report</li> <li>• explanation / instructions</li> <li>• descriptive writing</li> </ul>	4 (Total 16 questions)

**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- short answer questions in te reo Māori
- short answer questions in English
- translating selected phrases or sentences from the passage into English
- finding the phrase in te reo Māori from the text that has the same meaning as an equivalent phrase in te reo Māori
- finding the phrase in te reo Māori from the text that has the same meaning as an equivalent phrase in English.

2	Whakarongo	600 words (3 paragraphs of approximately 200 words each)	<ul style="list-style-type: none"> <li>• providing an argument</li> <li>• critique/analysis of an issue</li> <li>• telling a story (eg: something 'creative'/joke/)</li> </ul>	5 (Total 20 questions)
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**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- questions in Māori
- questions in English
- translating selected phrases or sentences
- finding the phrase in Māori from the text.

3	Whakarongo	700 words (3 paragraphs of approximately 230 words each)	None specified	6 (Total 24 questions)
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**Techniques per exam:** x4 selected from the following or you might have others you would like to use:

- short answer questions in Māori
- short answer questions in English
- translating selected phrases or sentences from the passage
- finding the phrase in Māori from the text that has the same meaning as the phrase in English.

2016 Internal Assessment Guidelines

NCEA Level 1		
91085 (Whakarongo)	3 set tasks	
91086 (Korero)	2 set tasks* or Evidence from 3 activities for a portfolio*	Note: overall length of speaking is the same (minimum total of <b>3 mins</b> )
91089 (Waihanga Tuhinga)	2 set tasks or 3 pieces of evidence in a portfolio	Note: overall length of writing is the same (minimum total of <b>300 words</b> )
NCEA Level 2		
91284 (Whakarongo)	3 set tasks	
91285 (Korero)	3 (either 3 set tasks or 3 pieces of evidence in a portfolio)	Note: overall length of speaking is the same (minimum total of <b>6 minutes</b> )
91288 (Waihanga Tuhinga)	3 (either 3 set tasks or 3 pieces of evidence in a portfolio)	Note: overall length of writing is the same- <b>600 words</b>
NCEA Level 3		
91650 (Whakarongo)	3 set tasks	
91651 (Korero)	2 set tasks or 3 pieces of evidence in a portfolio	Note: overall length of speaking is the same (minimum total of <b>5-6 mins</b> )
91654 (Waihanga Tuhinga)	3 (either 3 set tasks or 3 pieces of evidence in a portfolio)	Note: overall length of writing is the same (minimum total of <b>750 words</b> )

## **Nga paearu aromatawai**

### **Assessment criteria**

Assessment criteria provide an indication of where a learner is at in terms of achievement levels. It also provides achievement dimensions, which gets into the specifics of what was being assessed (such as language mode skills).

Assessment criteria can include numbers (scores) and words (quality statements). It is common to see numbers and words used in assessment criteria. What is also common practice is to use levels of assessment in the criteria such as not achieved (still development), achieved, merit and excellence, or other similar quality statements.

When marking students work, it is the assessment criteria that can be used to give students feedback on where they are in in their learning journey, or given them an indication of how well they have achieved.

There can be formative assessment criteria and summative assessment criteria. Remember formative assessment is designed to shift the learner, whereas summative tells them where they are at a certain point in time and makes of judgement call of what the student can do.

## **Hei tauira aromatawai**

### **Example assessment**

On the following page is an example screening assessment.

**NAME OF SCHOOL**

---

**MONTH, YEAR**

---

**AROMATAWAI REO**

**(Time Allowed: 20 minutes)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Year level now: \_\_\_\_\_

Did you attend Kōhanga Reo? Yes / No

Were you taught all in Te Reo Māori at Primary school? Yes / No

Were you taught all in Te Reo Māori at Intermediate? Yes / No

Which school did you attend before coming to [NAME OF SCHOOL] School?

---

Which language or languages can you speak fluently?

---

**Results: Teacher only to complete this section**

Part A \_\_\_\_\_ / 2

Part B \_\_\_\_\_ / 2

Group \_\_\_\_\_

Part C \_\_\_\_\_ / 3

Part D \_\_\_\_\_ / 3

Group allocation by %

Immersion experience

Part E \_\_\_\_\_ / 5

Group 1 80% – 100%

K 1

Group 2 65% – 79%

K.P. 2

Group 3 50% – 64%

K.P.I. 3

Immersion \_\_\_\_\_ / 3

Group 4 40% – 49%

Group 5 21% – 39%

Total \_\_\_\_\_ / 18

Group 6 0 – 20%

Kōhanga, Primary,  
Intermediate

## AROMATAWAI REO MAORI – MAORI LANGUAGE ASSESSMENT

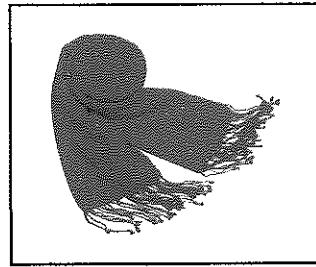
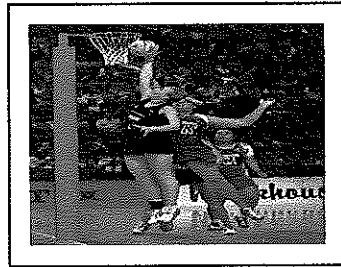
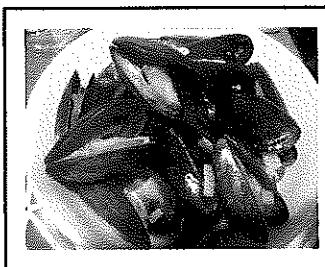
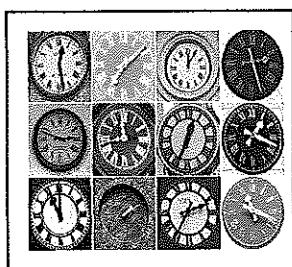
(Time Allowed: 20 minutes)

### PART A:

2 marks

In the spaces provided below the pictures, write the LETTER of the sentence which best describes each picture.

- A Kei te tākaro poitarawhiti ngā wāhine.
- E He whero tēnei kāmata.
- I He pahi kākāriki tēnei.
- O Kei runga i te perēti ngā kūtai.
- U Tekau mā rua ngā karaka.



Letter \_\_\_\_\_

(.5 mark)

Letter \_\_\_\_\_

(.5 mark)

Letter \_\_\_\_\_

(.5 mark)

Letter \_\_\_\_\_

(.5 mark)

### PART B:

2 marks

Complete each of the following sentences by writing the correct particle (word) from the box below into the blank space. Note there are more particles provided than are needed.

Kei \_\_\_\_\_ pēhea koe e Hine? (.5 mark)

\_\_\_\_\_ runga i te rākau te manu. (.5 mark)

\_\_\_\_\_ kete whero tēnei. (.5 mark)

Kei Manurewa ahau \_\_\_\_\_ noho ana. (.5 mark)

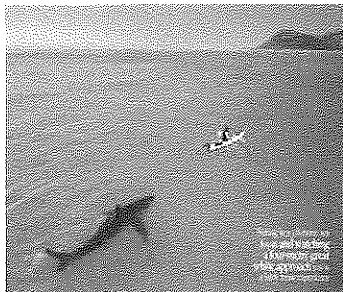
e   ko   he   kei   atu   te

**PART C:**

**3 marks**

**Using COMPLETE SENTENCES answer the following questions in te reo Māori in the spaces provided. The questions relate to the pictures beside them.**

**(1 mark)**



**E whia ngā mango?**

.....

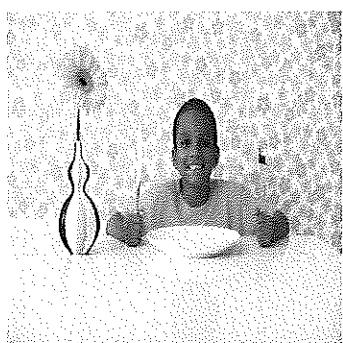
**(1 mark)**



**Kei whea ngā tamariki?**

.....

**(1 mark)**



**Kei te pēhea te tamaiti?**

.....

**PART D:****3 Marks**

**Study the picture below and write THREE DIFFERENT sentences about the picture in te reo Māori. The sentences must be statements (NOT questions). Each sentence must relate to a different aspect of the picture.**



.....  
**(1 mark)**

.....  
**(1 mark)**

.....  
**(1 mark)**

**PART E:**

**5 marks**

**Whakamaoritia i enei korero**

*Translate these sentences into Te Reo Māori*

I like ice cream.

(1 mark)

Mereana has got the shoes.

(1 mark)

The boys travelled to school on the train.

(1 mark)

These apples are not red.

(1 mark)

I was late for school because my dog ran away.

(1 mark)

**KUA MUTU – THE END**

## STUDENT RESULTS:

Reo Māori Assessment – Pānui & Tuhituhi			Level 1 & 2	Student Name:
Language Levels	Whanake Still Developing	Pai Capable	Autia Relatively confident	Māia Confident
<b>Section A:</b> Identify familiar words and phrases	0 - .5 mark This student is still developing his/her knowledge to identify common words and phrases	1 mark This student is able to identify some familiar words and phrases	1.5 marks This student is able to identify familiar words and phrases with relative confidence	2 marks This student is able to identify familiar words and phrases with confidence
<b>Section B:</b> Understands simple familiar words and phrases	0 - .5 mark This student is still developing his/her knowledge to read and understand basic phrases	1 mark This student is able to read and understand some simple familiar words and phrases	1.5 marks This student is able to read and understand simple familiar words and phrases with relative confidence	2 marks This student is able to read and understand simple familiar words and phrases with confidence
<b>Section C:</b> Write simple responses to questions with accuracy	0 - 1 mark This student is still developing his/her knowledge to write simple responses to questions	1.5 – 2 marks This student is able to write simple responses to questions, with some error	2.5 marks This student is able to write simple responses to questions relatively accurately	3 marks This student is able to write simple responses to questions with accuracy
<b>Section D:</b> Write a range of different descriptive sentences	0 - 1 mark This student is still developing his/her knowledge to write different descriptive sentences accurately	1.5 – 2 marks This student is able to write different descriptive sentences, with some error	2.5 marks This student is able to write a range of different descriptive sentences with relative confidence	3 marks This student is able to write a range of different descriptive sentences with confidence
<b>Section E:</b> Translate complex beginner sentences into Te Reo Māori	0 – 2 marks This student is still developing his/her knowledge of translating, into te reo Māori a range of different complex beginner sentences.	2.5 – 3 marks This student is able to translate, into te reo Māori a range of different complex beginner sentences with some error	3.5 – 4 marks This student is able to translate, into te reo Māori a range of different complex beginner sentences with relative confidence	4.5 – 5 marks This student is able to translate, into te reo Māori a range of different complex beginner sentences with confidence
<b>Total marks</b>	0 - 5 marks	6 - 9 marks	10 - 12 marks	13 - 15 marks

Total Mark: \_\_\_\_\_ / 15 Beginner language level: \_\_\_\_\_ Beginner Language Level is awarded by identifying which criteria range a learner's result most frequently appears.

## Ngā Whakautu – The answers (Teacher Only)

### Junior Screening Test

#### Section A

e o n g a t e     (.5 mark each)

#### Section B

o e u a   (.5 mark each)

**Section C** (must write full sentence responses) 1 mark for each full correct response. Lost .5 mark if there is one spelling mistake and/or grammatical error)

Kotahi te wheke

Kei tātahi rāua. Or Kei te onepu raua

Kei te takaro nga tamariki

#### Section D

3 different perfect sentences about the picture

(.5 mark lost for spelling mistake and/or grammatical error and / or a repeated sentence structure/starter)

#### PART E: (1 mark each)

##### Whakamaoritia i enei korero

Translate these sentences into Te Reo Māori

I like ice cream. (1 mark)  
*He pai ki ahau te aihikirimi*

Mereana has got the shoes. (1 mark)  
*Kei a Mereana ngā hū.*

The boys travelled to school on the train. (1 mark)  
*Ma runga tereina nga tamaiti haere ai ki te kura.*

These apples are not red. (1 mark)  
*Ehara ēnei āporo i te whero.*

I was late for school because my dog ran away. (1 mark)  
*He tureiti au mo te kura na/no te mea i oma atu toku kuri (ki wāhi kē)*  
Or  
*I tae tureiti au ki te kura, na/no te mea i oma atu toku kuri (ki wāhi kē)*

*Still correct without (ki wāhi kē)*

(.5 mark lost for spelling mistake and/or grammatical error)

# Te arohaehae aromatawai reo

## Language assessment critique

Provide a tick or a cross if the following are clearly evident in the assessment task that you have created

### Assessment Focus

Achievement objective clearly stated

Language Mode clearly identified

Language Skill clearly identified

### Assessment Type

Diagnostic

Formative

Summative

### Assessment Purpose (Assessment rationale)

Purpose of assessment clearly stated

### Assessment Technique

Language skill (curriculum bullet point) clearly identified

Language techniques used

### Assessment Measure

A marking key is attached

Assessment criteria attached

Quantitative criteria shared

Qualitative criteria shared

Assessment criteria reflects the proficiency target

Assessment criteria reflects the stated achievement objective/s

Assessment criteria reflects the chosen language modes

### Assessment Procedure

Assessment conditions are clearly outlined

Student instructions are clear

Assessment duration is stated

### Assessment task input

Assessment materials well prepared and easy to follow

Assessment task is online

Assessment task is in hard copy

### Summative Assessment Schedule

Does the Assessment task reflect the Assessment Schedule