Mahere Aromatawai | Assessment Schedule – 2024

Te Reo Māori: 1.3 Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana (92094)

Paearu Aromatawai | Assessment Criteria

Kairangi | Achievement with Excellence	Kaiaka | Achievement with Merit	Paetae | Achievement
Ka whakaatu i te tōtōpū o te māramatanga ki te reo Māori i tētahi horopaki e taunga ana. Demonstrate thorough understanding of te reo Māori and its principles within a familiar context. • interpreting the meaning from a selection of relevant aspects of te reo Māori with precision • explaining language elements thoroughly.	Ka whakaatu i te whānui o te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana. Demonstrate sound understanding of te reo Māori and its principles within a familiar context. • connecting the meaning of relevant aspects of te reo Māori with supporting detail • connecting and describing language elements.	Ka whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana. Demonstrate understanding of te reo Māori and its principles within a familiar context. • demonstrating understanding of relevant aspects of te reo Māori • recognising language elements.

Taunakitanga | Evidence

KR8 | E8	KR7 | E7	KA6 | M6	KA5 | M5	P4 | A4	P3 | A3	KW2 | N2	KW1 | N1
• Demonstrates a thorough understanding of the texts by providing expanded explanations of the use of “a” and “o” categories as they apply to the text and the question.	• Demonstrates a thorough understanding of the texts by providing an expanded explanation of the use of “a” and “o” categories as they apply to the text and the question.	• Demonstrates a sound understanding of the texts by providing explanations of the correct usage of the “a” and “o” categories.	• Demonstrates a sound understanding of the texts by providing an explanation of the correct usage of the “a” and “o” categories.	• Demonstrates understanding by providing a range of basic evidence of the correct usage of the “a” and “o” categories in one or more of the texts.	• Some relevant evidence is provided identifying the correct usage of the “a” and “o” categories in one or more of the texts.	• Limited relevant evidence provided. • A genuine attempt at the questions has been made. • Final answer may be incorrect or may be lacking in specific evidence from the text to link it back to the question with sufficient evidence.	• Limited evidence provided.

KW0 = Kāore he paku hāngaitanga | **N0** = No response; no relevant evidence.

Cut Scores

Kairangi (KR) Achievement with Excellence	Kaiaka (KA) Achievement with Merit	Paetae (P) Achievement	Kāore i Whiwhi (KW) Not Achieved
7–8	5–6	3–4	0–2

Mahere Aromatawai | Assessment Schedule – 2024

Te Reo Māori: 1.4 Te tuhi e pā ana ki tētahi horopaki e taunga ana (92095)

Paearu Aromatawai | Assessment Criteria

Kairangi | Achievement with Excellence	Kaiaka | Achievement with Merit	Paetae | Achievement
Communicate skilfully in written reo Māori relating to a familiar context: • using a range of language successfully to enhance communication. • connecting information, ideas, and opinions cohesively. • achieving communication that is not hindered by errors.	Communicate capably in written reo Māori relating to a familiar context: • using a range of language • building on aspects of the information, ideas, and opinions expressed. • achieving communication that is not significantly hindered by errors.	Communicate in written reo Māori relating to a familiar context: • using language to express relevant information, ideas, and opinions. • referring to events or experiences in the present and/or the past. • achieving overall communication despite errors.

KR8	KR7	KA6	KA5	P4	P3	KW2	KW1
• Communicate skilfully in written reo Māori relating to a familiar context.	• Communicate skilfully in written reo Māori relating to a familiar context.	• Communicate capably in written reo Māori relating to a familiar context.	• Communicate capably in written reo Māori relating to a familiar context.	• Communicate in written reo Māori relating to a familiar context.	• Communicate in written reo Māori relating to a familiar context.	• Makes a genuine attempt to respond. Limited evidence Provided.	• Response does not form a substantial answer.
• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• No English is used (other than people or company names or kupu that may not be easily found on Te Aka).	• Contains use of English word(s) or phrase(s) that could have been easily sourced on Te Aka.	
• Word count is met.	• Word count is met.	• Word count is met.	• Word count is met.	• Word count is met.	• Word count is met 290+.	• Does not show enough evidence (289 kupu and below) to pass.	
• Ākonga produces work that uses the present and/ or past tense.	• Ākonga produces work that uses the present and/or past tense.	• Ākonga produces work that uses the present and/or past tense.	• Ākonga produces work that uses the present and/or past tense.	• Ākonga produces work that uses the present and/or past tense.	• Ākonga produces work that uses the present and/or past tense.	• Does not include the past and/or present tense - e.g. is written in the future.	
• The choice of kupu Māori is extensive. Ākonga have attempted, executed, and explored a very wide variety	• The choice of kupu and grammar is extensive. Ākonga have attempted and explored a wide variety sentence	• Ākonga has attempted, executed, and explored a good variety sentence structures and grammar.	• Ākonga has attempted and explored a variety of grammar. Lower levels of curriculum 4 and below are	• Ākonga use a few basic examples at level 5–6 of the curriculum in an attempt to use	• Ākonga use a few basic examples at level 5–6 of the curriculum in an attempt to use	• Does not show enough of curriculum level 5–6 grammar to reach the expected level (e.g. whole essay is He, Ko).	

sentence structures and grammar to embellish the context of choice.	structures and grammar to embellish the context of choice.		correct and errors in higher level grammar do not significantly hinder communication.	correct sentence structures.	correct sentence structures.		
• The ākonga demonstrates the ability to show connection in relation to the appropriate context by drawing on personal experiences/and or opinions.	• The ākonga demonstrates the ability to show connection in relation to the appropriate context by drawing on Experiences and/or opinions. All level 3–4 grammar used is correct. Higher level grammar communication is not hindered by errors.					Too much of the text is using outside input such as karakia, tauparapara, memorised mihi, karanga, waiata etc and not enough evidence (290 words) is the student's own crafting.	
• Ākonga shows a quantitative shift, such as accuracy or amount of what is written, to KR8.		• Ākonga shows a quantitative shift, such as accuracy or amount of what is written, to KA6 - that is not enough to show a qualitative shift to Excellence.		• Ākonga shows a quantitative shift, such as accuracy or amount of what is written, to A4 - that is not enough to show a qualitative shift to Merit.			
• All macrons and spelling are correct	• Almost all macrons and spelling are used correctly.		• Most macrons and spelling are correct.		• Many macrons may be missing and there could be large errors in spelling however the gist is still easily understood, and grammar of the lower curriculum 3-4 structures is largely correct.	• Spelling, grammar and macron errors are such that the gist is no longer easily understood.	

KW0 = Kāore he paku hāngaitanga | **N0** = No response; no relevant evidence.

Cut Scores

Kairangi (KR) **Achievement with Excellence**	**Kaiaka (KA)** **Achievement with Merit**	**Paetae (P)** **Achievement**	**Kāore i Whiwhi (KW)** **Not Achieved**
7–8	5–6	3–4	0–2