

## Internal Assessment Evidence Gathering Template



|  |  |                                     |                          |
|--|--|-------------------------------------|--------------------------|
| Learner Name   |  |                                     |                          |
| NSN  |  |                                     |                          |
| Subject  | Te Reo Māori                             | Level                               | 1                        |
| Standard No.   | 91086                                    | Version                             | 3                        |
| Standard Title   | Kōrero kia whakamahi i te reo o tōna ao. |                                     |                          |
| <b>Achieved</b>  | <b>Merit</b>                             | <b>Excellence</b>                   |                          |
| Kōrero kia whakamahi i reo o tōna ao   | Kōrero kia whai kiko i reo o tōna ao     | Kōrero kia whai hua i reo o tōna ao |                          |
| <b>Key requirements (list):</b>  | <b>A✓</b>                                | <b>M✓</b>                           | <b>E✓</b>                |
| Speaking evidence is provided from speaking tasks with different contexts and purposes.  | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Each speaking performance or interaction is filmed continuously without breaks.  | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Speaking is the student's own work and there is not an over-reliance on prompts such as a transcript or cue cards.   | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Speaking reflects the expectations of curriculum level 6 of <i>Te Aho Arataki Marau mō te ako i te Reo Māori. Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13.</i>      | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Uses a variety of vocabulary and level 6 language.   | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Speaks on a range of familiar topics that relate to the past and present.  | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Speaking is audible. Uses natural pronunciation, stress, rhythm and intonation.  | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Speaks on a range of familiar topics. Communicates key information, ideas, or opinions relevant to meet the requirements of the task.  | <input type="checkbox"/>                 |                                     |                          |
| Some language features have been selected that are fit for purpose and audience.   | <input type="checkbox"/>                 |                                     |                          |
| Speaking can be followed and understood. There may be some inconsistencies in language that hinder the understanding of the listening audience in places, but overall the meaning is communicated.       | <input type="checkbox"/>                 |                                     |                          |
| Speaks convincingly on a range of familiar topics. Communicates the main ideas that are relevant to the topic and develops some ideas using details or examples in a way that is credible and connected. |  | <input type="checkbox"/>            |                          |
| Language and language features are selected and used to suit the topic and intended audience.  |  | <input type="checkbox"/>            |                          |
| Communication is not significantly hindered by inconsistencies.  |  | <input type="checkbox"/>            |                          |
| Speaks confidently on a range of familiar topics. Information, ideas and opinions are effectively  |  |                                     | <input type="checkbox"/> |

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| developed with reasons, details and examples in a controlled and integrated manner to meet the requirements of the task. |                          |                          |                          |                          |
| Language and language features have been carefully selected and used purposefully to support the intent of the speaking. |                          |                          | <input type="checkbox"/> |                          |
| Communication is confident and fluid and holds the attention of the listener.  |                          |                          | <input type="checkbox"/> |                          |
| <b>Sufficiency statement:</b>  |                          |                          |                          |                          |
| Achieved   | All of A must be ticked  |                          |                          |                          |
| Merit  | All of M must be ticked  |                          |                          |                          |
| Excellence   | All of E must be ticked  |                          |                          |                          |
| TICK OVERALL GRADE   | N                        | A                        | M                        | E                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |