

Teacher Assessment Checklists

Assessment checklist for Level 1 Achievement Objectives

| LEVEL 1 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements; | Learner can greet one person Learner can greet two people Learner can greet three or more people Learner can respond to greetings from one person Learner can respond to greetings from two people Learner can respond to greetings from three or more people Learner can thank one person Learner can thank two people Learner can thank three or more people Learner can respond to being thanked | | |
| 1.2 introduce themselves and others and respond to introductions; | Learner can introduce self Learner can introduce one person Learner can introduce two people Learner can introduce three or more people Learner can respond to introductions | | |
| 1.3 communicate about number, using days of the week, months, and dates; | Learner can understand the numbers 1 to 100 when listening Learner can say numbers 1 to 100 Learner can count 1 to 100 in Māori Learner can understand numbers 1 to 100 when written in words Learner can write the numbers 1 to 100 in words Learner knows the names of the days of the week Learner can recognise and understand the names of the days of the week when listening Learner can recognise and understand the names of the days of the week when reading Learner can say the names of the days of the week Learner can write the names of the days of the week Learner knows the names of the months of the year Learner can recognise and understand the names of the months when listening Learner can recognise and understand the names of the months when reading Learner can say the names of the months | | |

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| | <p>Learner can write the names of the names of the months</p> <p>Learner knows that numbers and the names of days and months are combined to make dates</p> <p>Learner can understand dates while listening</p> <p>Learner can understand dates while reading</p> <p>Learner can say the date</p> <p>Learner can write the date in words and numerals</p> <p>Learner can interpret dates from a diary or calendar in Māori</p> | | |
| 1.4 communicate about personal information, such as name, iwi, hapū, mountain and river; or hometown and place of origin; | <p>Learner can understand his or her own name when listening</p> <p>Learner can understand other names when listening</p> <p>Learner can read his or her own name when it is written</p> <p>Learner can read familiar names</p> <p>Learner can say his or her own name</p> <p>Learner can say the names of people he or she knows</p> <p>Learner can write his or her own name</p> <p>Learner can understand age information when listening</p> <p>Learner can understand age information when reading</p> <p>Learner can tell others their own age</p> <p>Learner can speak about the age of other people and things</p> <p>Learner can write down his or her age in words</p> <p>Learner can write about the age of other people and things</p> <p>Learner can understand information about where people are from when listening</p> <p>Learner can read and understand information about where people are from</p> <p>Learner can say where people are from</p> <p>Learner can write where people are from</p> <p>Learner knows the Māori names for personally relevant places in New Zealand</p> <p>Learner knows the Māori names of personally relevant countries</p> | | |
| 1.5 communicate about location; | <p>Learner can understand basic information on location in space when listening</p> <p>Learner can understand basic information on location in space when reading</p> <p>Learner can convey basic information on location in space when speaking</p> <p>Learner can convey basic information on location in space when writing</p> <p>Learner can understand and convey simple information about where people and things are currently located</p> | | |

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| <p>1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);</p> | <p>Learner can understand simple politeness conventions when listening</p> <p>Learner can understand simple politeness conventions when reading (eg the greetings / mihi in a letter or an invitation)</p> <p>Learner can use simple politeness conventions when speaking</p> <p>Learner can use simple politeness conventions when writing (eg in a simple personal letter)</p> <p>Learner can thank people at a basic level</p> <p>Learner knows how to apologise at a basic level</p> <p>Learner knows how to excuse themselves at a simple level from a situation or for a mistake or poor behaviour</p> <p>Learner knows how to pay simple compliments</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>Learner can understand simple classroom statements when listening</p> <p>Learner can understand basic classroom instructions when listening</p> <p>Learner can understand simple classroom statements when reading</p> <p>Learner can understand basic classroom instructions when reading</p> <p>Learner can express simple classroom statements when speaking</p> <p>Learner can express basic classroom instructions when speaking</p> <p>Learner can express simple classroom statements when writing</p> <p>Learner can express basic classroom instructions when writing</p> <p>Learner can understand simple requests for information in the classroom</p> <p>Learner can respond to requests for basic information in the classroom context</p> | | |
| <p>Whakarongo – Listening</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • identify the sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns; • recognise and understand simple, familiar spoken words, phrases, and sentences. | <p>Learner can identify the sounds of the consonants and vowels of Māori when listening</p> <p>Learner can recognise the difference between short and long vowels when listening</p> <p>Learner can recognise consonant and single vowel sequences when listening (eg ka, ko, ki)</p> <p>Learner can identify sound combinations when listening (eg syllables, vowel combinations: whā, whai, ngau, hea, kua, pau)</p> <p>Learner can distinguish minimal pairs when listening (eg: tai, tae; hou, hau)</p> <p>Learner can recognise different intonation patterns when listening</p> <p>Learner can recognise word stress when listening</p> <p>Learner can recognise phrase and utterance or sentence stress when listening</p> | | |

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| | <p>Learner can recognise and understand simple, familiar spoken words</p> <p>Learner can recognise and understand simple, familiar phrases</p> <p>Learner can recognise and understand simple, familiar sentences</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation; • recognise and understand simple, familiar written words, phrases, and sentences | <p>Learner can identify the letters of the Māori alphabet when reading</p> <p>Learner can identify letter and sound combinations when reading</p> <p>Learner can distinguish minimal pairs when reading (eg: tai, tae; hou, hau)</p> <p>Learner can recognise basic written language conventions</p> <p>Learner can use basic punctuation such as macrons, commas, full stops and question marks, capital and lower case letters</p> <p>Learner can recognise and understand simple, familiar written words</p> <p>Learner can recognise and understand simple, familiar written phrases</p> <p>Learner can recognise and understand simple, familiar written sentences</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • recognise the communicative significance of particular facial expressions and other body language; • interpret meanings that are conveyed in combinations of words and images or symbols | <p>Learner can recognise the communicative significance of particular facial expressions and other body language</p> <p>Facial expressions and body language introduced:</p> <p>.....</p> <p>.....</p> <p>Learner can interpret meanings that are conveyed in combinations of words and images or symbols.</p> <p>Visual texts introduced:</p> <p>.....</p> <p>.....</p> | | |
| <p>Kōrero – Speaking</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences; • respond appropriately to simple, familiar instructions, and simple questions; • ask simple questions; • initiate spoken encounters in te reo Māori, using simple greetings, questions, | <p>Learner can produce the sounds of individual Māori consonants and vowels when speaking</p> <p>Learner can produce the difference between short and long vowels when speaking</p> <p>Learner can produce consonant and single vowel sequences when speaking (eg ka, ko, ki)</p> <p>Learner can produce sound combinations when speaking (eg syllables, vowel combinations)</p> <p>Learner can distinguish minimal pairs when speaking (eg tai, tae; hou, hau)</p> <p>Learner can produce different intonation patterns at a basic level when speaking</p> <p>Learner can produce simple, familiar spoken words</p> <p>Learner can produce simple, familiar spoken words, with appropriate word stress</p> | | |

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| <p>and statements.</p> | <p>Learner can produce familiar phrases</p> <p>Learner can produce simple, familiar utterances or sentences</p> <p>Learner can produce familiar phrases and utterances with appropriate stress when speaking</p> <p>Learner can ask simple questions</p> <p>Learner can produce simple greetings</p> <p>Learner can produce simple statements</p> <p>Learner can issue simple instructions</p> <p>Learner can respond to simple, familiar instructions</p> <p>Learner can respond to simple, familiar questions</p> | | |
| <p>Tuhituhi – Writing</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • write letters and numbers; • write vowels with macrons; • reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts; • write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation. | <p>Learner can write down the letters of the Māori alphabet (eg when these are spoken)</p> <p>Learner can write vowels with macrons</p> <p>Learner can write letter combinations and words, including macrons, to produce familiar words, phrases, and sentences in familiar contexts</p> <p>Learner can write letter combinations and words, phrases, and sentences in familiar contexts using appropriate punctuation and accurate spelling</p> <p>Learner can write the numbers 1 to 100 in numerals (eg when these are read to them)</p> <p>Learner can write the numbers 1 to 100 in words</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 1, learners can:</p> <ul style="list-style-type: none"> • use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language); • use selected features of visual language to add meaning to simple written/oral text. | <p>Learner can use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language)</p> <p>Learner can use selected features of visual language to add meaning to simple spoken text</p> <p>Features introduced:</p> <p>.....</p> <p>.....</p> <p>Learner can use selected features of visual language to add meaning to simple written text</p> <p>Features introduced:</p> <p>.....</p> <p>.....</p> | | |

Assessment checklist for Level 2 Achievement Objectives

| LEVEL 2 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 2.1 communicate about relationships between people; | Learner can describe his or her kin relationship to members of own family Learner knows kin vocabulary for key family relationships Learner can talk about the key family relationships of other people | | |
| 2.2 communicate about possessions; | Learner can express what he or she owns (eg using nāku / nōku, or, ko tāku X tēnei) Learner can express what others own (eg using nā / nō wai, or, ko tāna X tēnei, ko āna X ērā) Learner can express what is for self and other people to have (eg using mā / mō wai, māku, māu, māna) Learner can express who currently has something (eg using kei a wai, kei a au, kei a kōrua, kei a rātou) | | |
| 2.3 communicate about likes and dislikes, giving reasons where appropriate; | Learner can express his or her likes and preferences Learner has a range of ways of expressing his or her likes and preferences Learner can give reasons for liking something or someone Learner can express dislikes Learner has a range of ways of expressing his or her dislikes Learner can give reasons for disliking something or someone | | |
| 2.4 communicate about time, weather, and seasons; | Learner can tell the time in Māori Learner can use a simple time phrase (adverbial of time) to locate an event in time (eg i nanahi, i nāianei, i tērā wiki, ā te Rāmere) Learner can describe the daily weather at a basic level Learner knows the words for the seasons Learner can give basic information about the seasons | | |
| 2.5 communicate about physical characteristics, personality, and feelings. | Learner can describe what someone or something looks like at a simple level Learner has a wider range of ways of describing physical appearance Learner can describe some personality traits Learner has a wider range of ways of describing personality traits Learner can describe what he or she, or | | |

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| | <p>someone else is feeling</p> <p>Learner has a wider range of ways of describing feelings</p> | | |
| <p>Whakarongo –Listening</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • identify sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns; • recognise and understand familiar spoken words even in some unfamiliar contexts; • understand a range of short oral texts containing familiar phrases and sentences; • get the gist of slightly more complex or less familiar te reo Māori phrases and sentences. | <p>Learner can identify the sounds of Māori, and sound combinations when listening</p> <p>Learner can identify intonation, and stress patterns</p> <p>Learner can recognise and understand familiar spoken words in familiar contexts</p> <p>Learner can recognise and understand familiar spoken words in some unfamiliar contexts</p> <p>Learner can understand a range of short spoken texts containing familiar phrases and sentences</p> <p>Learner can get the gist of slightly more complex or less familiar spoken phrases and sentences</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • identify letters of the Māori alphabet, letter combinations, and simple punctuation; • recognise and understand simple, familiar written words, phrases, and sentences; • understand short written texts consisting of familiar reo Māori words, phrases, and sentences; • get the gist of slightly more complex or less familiar reo Māori phrases and sentences. | <p>Learner can identify letters of the Māori alphabet, letter combinations, and simple punctuation</p> <p>Learner can recognise and understand simple, familiar written words, phrases, and sentences</p> <p>Learner can understand short written texts consisting of familiar Māori words, phrases, and sentences</p> <p>Learner can get the gist of slightly more complex or less familiar Māori phrases and sentences.</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • respond appropriately to meanings conveyed through selected visual texts; • understand and respond to combinations of visual and verbal language in selected texts. | <p>Learner can respond appropriately to meanings conveyed through selected visual texts</p> <p>Visual texts introduced:</p> <p>.....</p> <p>.....</p> <p>Learner can understand and respond to combinations of visual and verbal language in selected texts</p> <p>Visual texts introduced:</p> <p>.....</p> <p>.....</p> | | |

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| <p>Kōrero – Speaking</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning; • respond appropriately to simple, familiar instructions and simple questions; • ask simple questions and give simple information; • initiate simple conversations in te reo Māori. | <p>Learner is beginning to use pronunciation for emphasis and to distinguish meaning</p> <p>Learner is beginning to use intonation for emphasis and to distinguish meaning</p> <p>Learner is beginning to use stress and rhythm for emphasis and to distinguish meaning</p> <p>Learner can respond appropriately to simple, familiar instructions</p> <p>Learner can respond to simple questions</p> <p>Learner can ask simple questions</p> <p>Learner can give simple information</p> <p>Learner can initiate simple conversations</p> | | |
| <p>Tuhituhi – Writing</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • write simple, familiar words, phrases, and sentences using spelling and punctuation conventions; • write simple te reo Māori messages; • write a series of sentences in te reo Māori describing the appearance or characteristics of something. | <p>Learner can write simple, familiar words, phrases, and sentences using spelling and punctuation conventions</p> <p>Learner can convey simple messages in writing</p> <p>Learner can write a series of sentences describing the appearance of something.</p> <p>Learner can write a series of sentences describing the characteristics of something.</p> <p>Learner can also write the following:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 2, learners can:</p> <ul style="list-style-type: none"> • produce visual texts to present information and/or ideas; • combine visual and verbal language to present information and/or ideas. | <p>Learner can produce visual texts to present information</p> <p>Learner can produce visual texts to present ideas</p> <p>Learner can combine visual and verbal language to present information</p> <p>Learner can combine visual and verbal language to present ideas</p> <p>Visual texts produced by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Assessment checklist for Level 3 Achievement Objectives

| LEVEL 3 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 3.1 communicate, including comparing and contrasting, about habits, routines and customs; | Learner can describe habits Learner can describe routines Learner can compare and contrast habits Learner can compare and contrast routines | | |
| 3.2 communicate about events and where they take place; | Learner can relate information about events he or she has been involved in Learner can relate information about events he or she is currently involved in Learner can relate events he or she plans to be involved in Learner can relate information about events others have been involved in Learner can relate information about where events take place | | |
| 3.3 give and follow directions; | Learner can give simple directions to a location Learner can give more complex directions to a location Learner can use a map to give directions to a location Learner can give simple directions to complete a task Learner can give more complex directions to complete a task Learner can follow simple directions to a location Learner can follow more complex directions to a location Learner can use a map to follow directions to a location Learner can follow simple directions to complete a task Learner can follow more complex directions to complete a task | | |
| 3.4 communicate, including comparing and contrasting, about how people travel; | Learner can convey information about how he or she travels to familiar destinations Learner can convey information about how others travel to familiar destinations Learner knows relevant vocabulary for modes of transport Learner can express comparisons and contrasts about how people travel Learner can provide information based on timetables and brochures Learner can interpret information from timetables and brochures | | |

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| <p>3.5 communicate about immediate past activities.</p> | <p>Learner can convey information about what he or she has just done, or done recently</p> <p>Learner can convey information about what others have just done, or done recently</p> | | |
| <p>Whakarongo – Listening</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts; • understand a range of short oral texts consisting mainly of familiar language; • get the gist of short oral texts that contain some unfamiliar language. | <p>Learner can understand specific detail in familiar contexts when listening</p> <p>Learner can understand overall meaning in familiar contexts when listening</p> <p>Learner can understand specific detail in some unfamiliar contexts when listening</p> <p>Learner can understand overall meaning in some unfamiliar contexts when listening</p> <p>Learner can understand a range of short spoken texts consisting mainly of familiar language</p> <p>Types of spoken texts familiar to this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can get the gist of short spoken texts that contain some unfamiliar language</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • understand specific detail and overall meaning in a range of short written texts consisting mainly of familiar language; • get the gist of short written texts that contain some unfamiliar language. | <p>Learner can understand specific detail in a range of short written texts consisting mainly of familiar language</p> <p>Learner can understand overall meaning in a range of short written texts consisting mainly of familiar language</p> <p>Types of written texts familiar to this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can get the gist of short written texts that contain some unfamiliar language</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • identify and respond to some visual and verbal features of texts, and the ways these features interact for particular purposes; • understand and respond to a range of features in selected visual texts. | <p>Learner can identify and respond to some visual and verbal features of texts, and the ways these features interact for particular purposes</p> <p>Learner can understand and respond to a range of features in selected visual texts.</p> <p>Visual texts introduced:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Kōrero – Speaking</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • initiate and sustain | <p>Learner can initiate short conversations</p> <p>Learner can sustain short conversations</p> <p>Learner can give short prepared talks on familiar topics</p> | | |

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| <p>short conversations;</p> <ul style="list-style-type: none"> • give short prepared talks on familiar topics; • use generally appropriate pronunciation, stress, rhythm, and intonation; • express simple original ideas; • describe familiar events, people, and things. | <p>Learner can use generally appropriate pronunciation, stress, rhythm, and intonation</p> <p>Learner can express simple original ideas</p> <p>Learner can describe familiar events</p> <p>Learner can describe familiar people</p> <p>Learner can describe familiar things.</p> | | |
| <p>Tuhituhi – Writing</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • use resources (for example, dictionaries and glossaries) to experiment with some new language in writing and to check spelling; • prepare and write short texts on familiar topics; • write simple personal letters and emails; • use appropriate writing conventions. | <p>Learner can use resources (eg dictionaries and glossaries) to experiment with some new language in writing and to check spelling</p> <p>Resources used by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can prepare and write short texts on familiar topics</p> <p>Familiar topics for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can write simple personal letters</p> <p>Learner can write simple personal emails</p> <p>Learner can use appropriate writing conventions</p> <p>Learner can also write the following:</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 3, learners can:</p> <ul style="list-style-type: none"> • present texts in which visual and verbal features interact to produce particular meanings and effects; • present/perform a kōrero pūrakau, whakataukī, pepeha or waiata making effective use of visual language features. | <p>Learner can present texts in which visual and verbal features interact to produce particular meanings and effects</p> <p>Learner can present or perform a legend that pays attention to visual language features</p> <p>Learner can present or perform a whakataukī that pays attention to visual language features</p> <p>Learner can present or perform a pepeha that pays attention to visual language features</p> <p>Learner can present or perform a waiata that pays attention to visual language features</p> <p>Visual texts produced by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Assessment checklist for Level 4 Achievement Objectives

| LEVEL 4 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 4.1 request, offer, accept, and decline things, invitations, and suggestions; | Learner can make requests Learner can make offers Learner can accept things, invitations, suggestions Learner can decline things, invitations, suggestions | | |
| 4.2 communicate about plans for the immediate future; | Learner can express what he or she is about to do Learner can express his or her plans for the immediate future | | |
| 4.3 communicate about obligations and responsibilities; | Learner can express his or her obligations Learner can express his or her responsibilities Learner can express what others are obliged to do Learner can express what others are responsible for | | |
| 4.4 give and seek permission or agreement; | Learner can give permission to others Learner can ask for permission | | |
| 4.5 communicate about the quality, quantity, and cost of things. | Learner can convey information about the quality of things Learner can convey information about general quantity Learner can convey information about specific quantities Learner can convey information about the general cost of things Learner can convey information about the specific cost of things using money expressions (dollars and cents) | | |
| Whakarongo – Listening By the end of level 4, learners can: <ul style="list-style-type: none"> • 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. | Learner can make use of context and familiar language when listening, to work out meaning of less familiar items Learner can make use of context and familiar language when listening, to work out relationships between things, events, and ideas Learner can understand specific details in spoken contexts that may contain some unfamiliar language | | |
| Pānui – Reading By the end of level 4, learners can: <ul style="list-style-type: none"> • understand a range of | Learner can understand a range of short written texts that consist mainly of familiar language Written texts understood by this learner: | | |

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| <p>short written texts that consist mainly of familiar language;</p> <ul style="list-style-type: none"> • 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. | <p>.....</p> <p>Learner can understand overall meaning and specific detail in contexts that may contain some unfamiliar language</p> <p>Learner can guess the meanings of unfamiliar words and phrases used in familiar contexts</p> <p>Familiar contexts for this learner:</p> | | |
| <p>Mātakitaki – Viewing By the end of level 4, learners can:</p> <ul style="list-style-type: none"> • 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. | <p>Learner can identify particular features of visual language</p> <p>Learner can understand particular visual features and their significance in communicating information and ideas to specific audiences</p> <p>Learner can understand combinations of visual and verbal language</p> <p>Learner can respond to combinations of visual and verbal language</p> <p>Learner can understand the significance of visual language in communicating information and ideas to specific audiences</p> <p>Learner can respond to the significance of visual language in communicating information and ideas to specific audiences</p> <p>Typical audiences for this learner:</p> | | |
| <p>Kōrero – Speaking By the end of level 4, learners can:</p> <ul style="list-style-type: none"> • 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. | <p>Learner can initiate short personal conversations</p> <p>Learner can respond in short personal conversations</p> <p>Learner can sustain short personal conversations</p> <p>Learner can make plans with friends face-to-face</p> <p>Learner can make plans with friends on the telephone</p> <p>Learner can initiate short conversations including polite social conventions, such as declining invitations or making excuses</p> <p>Learner can sustain short conversations including polite social conventions, such as declining invitations or making excuses</p> <p>Learner can give short prepared talks on familiar topics</p> <p>Learner can use generally appropriate pronunciation, stress, rhythm and intonation</p> | | |
| <p>Tuhituhi – Writing By the end of level 4,</p> | <p>Learner can use resources (eg dictionaries and glossaries) to experiment with new</p> | | |

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| <p>learners can:</p> <ul style="list-style-type: none"> • 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. | <p>language</p> <p>Typical resources used by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can use resources to review writing for accuracy</p> <p>Learner can write short texts on familiar topics</p> <p>Topics familiar to this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can plan longer written texts and write parts of these</p> <p>Learner can use appropriate writing conventions</p> <p>Learner can send text messages</p> <p>Learner can send email messages</p> <p>Learner can also write the following:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 4, learners can:</p> <ul style="list-style-type: none"> • 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. | <p>Learner can communicate information through texts in which visual and verbal features interact to produce particular meaning and effects</p> <p>Learner can communicate ideas through texts in which visual and verbal features interact to produce particular meaning and effects</p> <p>Learner can communicate a narrative through texts in which visual and verbal features interact to produce particular meaning and effects</p> <p>Learner can present or perform traditional aspects of the culture in selected settings</p> <p>Learner can present or perform modern aspects of the culture in selected settings</p> <p>Visual texts produced by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Assessment checklist for Level 5 Achievement Objectives

| LEVEL 5 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 5.1 communicate about past activities and events; | Learner can communicate about his or her past activities Learner can communicate about others' past activities Learner can communicate about past events he or she was involved in Learner can communicate about past events they were not involved in | | |
| 5.2 communicate about present and past states, feelings, and opinions; | Learner can communicate about present states Learner can communicate about past states Learner can communicate about present feelings Learner can communicate about past feelings Learner can communicate about present opinions Learner can communicate about past opinions | | |
| 5.3 communicate about past habits and routines; | Learner can communicate about past habits Learner can communicate about past routines | | |
| 5.4 describe, compare, and contrast people, places, and things. | Learner can describe people Learner can compare and contrast people Learner can describe places Learner can compare and contrast places Learner can describe things Learner can compare and contrast things | | |
| Whakarongo – Listening By the end of level 5, learners can: <ul style="list-style-type: none"> • 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; • distinguish between past and present actions and states. | Learner can make use of context and familiar language when listening to work out meaning Learner can make use of context and familiar language when listening to work out relationships between things Learner can make use of context and familiar language when listening to work out relationships between events Learner can make use of context and familiar language when listening to work out relationships between ideas Learner can understand specific details in spoken contexts that may contain some unfamiliar language Learner can distinguish between past and present actions when listening Learner can distinguish between past and | | |

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| | <p>present states when listening</p> <p>Typical listening contexts for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 5, learners can:</p> <ul style="list-style-type: none"> • make use of context and familiar language to work out the relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. | <p>Learner can make use of context and familiar language to work out meaning when reading</p> <p>Learner can make use of context and familiar language when reading to work out relationships between things</p> <p>Learner can make use of context and familiar language when reading to work out relationships between events</p> <p>Learner can make use of context and familiar language when reading to work out relationships between ideas</p> <p>Learner can understand specific details in written contexts that may contain some unfamiliar language</p> <p>Learner can distinguish between past and present actions when reading</p> <p>Learner can distinguish between past and present states when reading</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 5, learners can:</p> <ul style="list-style-type: none"> • understand and respond to information and ideas encountered in a variety of visual texts; • identify particular features of visual language and understand their significance in communicating information to a specific audience for a specific purpose when used on their own and also in combinations with verbal language. | <p>Learner can understand information and ideas encountered in a variety of visual texts</p> <p>Learner can respond to information and ideas encountered in a variety of visual texts</p> <p>Learner can identify particular features of visual language in communicating information to a specific audience for a specific purpose, on their own and in combinations with verbal language</p> <p>Learner can understand the significance of particular features of visual language in communicating information to a specific audience for a specific purpose, on their own and in combinations with verbal language</p> | | |
| <p>Kōrero – Speaking</p> <p>By the end of level 5, learners can:</p> <ul style="list-style-type: none"> • initiate and sustain short conversations; • give short talks on familiar topics in a range of contexts, past and present; • discuss topics of mutual interest; • use appropriate | <p>Learner can initiate short conversations</p> <p>Learner can sustain short conversations</p> <p>Learner can give short talks on familiar topics in a range of contexts in the past</p> <p>Learner can give short talks on familiar topics in a range of contexts in the present</p> <p>Learner can discuss topics of mutual interest with a friend</p> <p>Learner can discuss topics of mutual interest with a teacher</p> <p>Learner can discuss topics of mutual interest in a group</p> | | |

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| <p>pronunciation, stress, rhythm, and intonation.</p> | <p>Typical topics for this learner: </p> <p>Learner can use appropriate pronunciation, stress, rhythm, and intonation</p> | | |
| <p>Tuhituhi – Writing By the end of level 5, learners can:</p> <ul style="list-style-type: none"> • use resources such as dictionaries and glossaries to experiment with new language and review writing for accuracy; • write information on familiar topics in a range of contexts, past and present; • use appropriate writing conventions; • write a range of text types, for a range of purposes and audiences. | <p>Learner can use resources to experiment with new language</p> <p>Learner can use resources to review writing for accuracy</p> <p>Learner can write information on familiar topics in a range of contexts in the past</p> <p>Learner can write information on familiar topics in a range of contexts in the present</p> <p>Learner can use appropriate writing conventions</p> <p>Learner can write an expository text</p> <p>Learner can write a recount text</p> <p>Learner can write a narrative text</p> <p>Learner can also write the following: </p> | | |
| <p>Whakaatu – Presenting By the end of level 5, learners can:</p> <ul style="list-style-type: none"> • communicate information, ideas or narrative through texts in which visual and verbal features interact to produce particular meanings and effects; • present or perform a variety of visual texts for a range of purposes and audiences. | <p>Learner can communicate information through texts in which visual and verbal features interact to produce particular meanings and effects</p> <p>Learner can communicate ideas through texts in which visual and verbal features interact to produce particular meanings and effects</p> <p>Learner can communicate a narrative through texts in which visual and verbal features interact to produce particular meanings and effects</p> <p>Learner can present or perform a variety of visual texts</p> <p>Learner can present or perform a variety of visual texts for a range of purposes</p> <p>Learner can present or perform a variety of visual texts for a range of audiences</p> <p>Visual texts produced by this learner: </p> | | |

Assessment checklist for Level 6 Achievement Objectives

| LEVEL 6 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 6.1 give and follow instructions; | Learner can give instructions for a simple task Learner can follow instructions for a simple task Learner can give instructions for a more complex task Learner can follow instructions for a more complex task Learner can give instructions for a difficult task Learner can follow instructions for a difficult task | | |
| 6.2 communicate about problems and solutions; | Learner can convey information about problems at a simple level Learner can convey information about problems at a more complex level Learner can convey solutions to simple problems Learner can convey solutions to more complex problems | | |
| 6.3 communicate about immediate plans, hopes, wishes, and intentions; | Learner can communicate about his or her immediate plans Learner can communicate about his or her hopes Learner can communicate about his or her wishes Learner can communicate about his or her intentions | | |
| 6.4 communicate in formal situations. | Learner can communicate in formal situations Learner can communicate appropriately at a Learner can communicate appropriately at a <i>List a series of formal situations that are relevant for your learners, such as: pōwhiri at school, pōwhiri on a marae, speaking competition, school assembly – and then turn these into assessment statements. You might also specify the communication role that the learner will perform, and a specific context, for example:</i> Learner, as tangata whenua, can greet manuhiri during a school-based pōwhiri Learner, as manuhiri, can respond to formal greetings in the hongī line after a pōwhiri Learner can present a prepared speech in a school assembly Learner can write an article for the local | | |

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| | <p>newspaper</p> <p>Learner can write invitations or posters for a major school event</p> <p>Learner can write a letter to a local business asking for sponsorship</p> <p>Learner can write a letter to his or her iwi rūnanga to apply for a scholarship</p> | | |
| <p>Whakarongo – Listening</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • make use of context and familiar language to understand instructions and information in formal and informal contexts; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. | <p>Learner can make use of context and familiar language to understand instructions when listening in informal contexts</p> <p>Learner can make use of context and familiar language to understand instructions when listening in formal contexts</p> <p>Learner can make use of context and familiar language to understand information when listening in informal contexts</p> <p>Learner can make use of context and familiar language to understand information when listening in formal contexts</p> <p>Learner can understand specific details when listening in contexts that may contain some unfamiliar language</p> <p>Learner can distinguish between past and present actions when listening</p> <p>Learner can distinguish between past and present states when listening</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • make use of context and familiar language to understand written instructions and information in formal and informal contexts • understand specific details in contexts that may contain some unfamiliar language • distinguish between past and present actions and states. | <p>Learner can make use of context and familiar language to understand written instructions in informal contexts</p> <p>Learner can make use of context and familiar language to understand written instructions in formal contexts</p> <p>Learner can understand specific details in written texts in contexts that may contain some unfamiliar language</p> <p>Learner can distinguish between past and present actions when reading</p> <p>Learner can distinguish between past and present states when reading</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • understand and respond to various meanings, ideas and effects in visual texts for different purposes and audiences • use appropriate terminology to describe ways that visual and verbal language interact for specific | <p>Learner can understand various meanings, information and ideas encountered in visual texts</p> <p>Learner can respond to various meanings, information and ideas encountered in visual texts</p> <p>Learner can understand various meanings, information and ideas encountered in visual texts for different purposes</p> <p>Learner can respond to various meanings, information and ideas encountered in visual texts for different purposes</p> <p>Learner can understand various meanings,</p> | | |

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| <p>effects and purposes.</p> | <p>information and ideas encountered in visual texts for different audiences</p> <p>Learner can respond to various meanings, information and ideas encountered in visual texts for different audiences</p> <p>Learner can use appropriate terminology to describe ways that visual and verbal language interact for specific effects</p> <p>Learner can use appropriate terminology to describe ways that visual and verbal language interact for specific purposes</p> | | |
| <p>Kōrero – Speaking</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • initiate and sustain more extended conversations in both formal and informal contexts; • discuss projects and tasks in pairs or groups, for example, when sharing peer feedback on writing; • give short talks on familiar topics in familiar contexts that relate to the past and present; • use appropriate pronunciation, stress, rhythm, and intonation. | <p>Learner can initiate more extended conversations in informal contexts</p> <p>Learner can sustain more extended conversations in informal contexts</p> <p>Learner can initiate more extended conversations in formal contexts</p> <p>Learner can sustain more extended conversations in formal contexts</p> <p>Learner can discuss projects and tasks in pairs eg when sharing peer feedback on writing</p> <p>Learner can discuss projects and tasks in groups</p> <p>Learner can give short talks on familiar topics in familiar contexts, in the past</p> <p>Learner can give short talks on familiar topics in familiar contexts, in the present</p> <p>Learner can use appropriate pronunciation, stress, rhythm, and intonation</p> | | |
| <p>Tuhituhi – Writing</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy; • write information on familiar topics referring to past, present, and future time; • write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives); • use a range of written planning tools, such as graphic organisers and mind maps; | <p>Learner can use resources to experiment with new language</p> <p>Learner can use resources to review writing for accuracy</p> <p>Learner can write information on familiar topics with past time reference</p> <p>Learner can write information on familiar topics with present time reference</p> <p>Learner can write information on familiar topics with future time reference</p> <p>Learner can write a range of text types and more extended texts, eg:</p> <p>Learner can write formal letters</p> <p>Learner can write personal letters</p> <p>Learner can write blogs</p> <p>Learner can write longer essays</p> <p>Learner can write longer descriptions</p> <p>Learner can write longer narratives</p> <p>Learner can write argument texts</p> <p>Learner can write these texts too</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

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| <ul style="list-style-type: none"> • use appropriate writing conventions. | <p>Learner can use a range of written planning tools, such as skeleton plans and mind maps</p> <p>Learner can use appropriate writing conventions for longer and more diverse texts</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 6, learners can:</p> <ul style="list-style-type: none"> • use visual language alone to communicate with different audiences for different purposes; • use combinations of visual and verbal language to communicate with different audiences for different purposes. | <p>Learner can use visual language to communicate with different audiences</p> <p>Learner can use visual language to communicate for different purposes</p> <p>Learner can use combinations of visual and verbal language to communicate with different audiences</p> <p>Learner can use combinations of visual and verbal language to communicate for different purposes.</p> <p>Visual texts produced by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Assessment checklist for Level 7 Achievement Objectives

| LEVEL 7 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 7.1 communicate about future plans; | Learner can communicate about future plans | | |
| 7.2 offer and respond to advice, warnings, and suggestions; | Learner can offer advice Learner can respond to advice Learner can convey warnings Learner can respond to warnings Learner can make suggestions Learner can respond to suggestions | | |
| 7.3 express and respond to approval and disapproval, agreement and disagreement; | Learner can express approval Learner can respond to expressions of approval Learner can express disapproval Learner can respond to expressions of disapproval Learner can express agreement Learner can respond to expressions of agreement Learner can express disagreement Learner can respond to expressions of disagreement | | |
| 7.4 offer and respond to information and opinions, giving reasons; | Learner can offer information Learner can respond to information and offers of information Learner can offer opinions Learner can respond to opinions Learner can give reasons for their opinions Learner can give reasons for offering information, or for the nature of the information | | |
| 7.5 read about and recount actual or imagined events in the past. | Learner can read about and understand actual events in the past Learner can read about and recount actual events in the past Learner can read about and understand imagined events in the past Learner can read about and recount imagined events in the past | | |
| Whakarongo – Listening By the end of level 7, learners can: <ul style="list-style-type: none"> understand much of what other speakers of te reo Māori say about a range of topics | Learner can understand much of what other speakers of Māori say about a range of topics List key topics for this learner here: Learner can understand much of what other | | |

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| <p>across a range of spoken text types, formal and informal;</p> <ul style="list-style-type: none"> distinguish between facts and opinions and recognise intentions to persuade and influence. | <p>speakers of Māori say across a range of spoken, informal text types</p> <p>List key informal spoken text types for this learner here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can understand much of what other speakers of Māori say across a range of spoken, formal text types</p> <p>List key formal spoken text types for this learner here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can distinguish between facts and opinions when listening</p> <p>Learner can recognise intentions to persuade and influence when listening</p> | | |
| <p>Pānui – Reading</p> <p>By the end of level 7, learners can:</p> <ul style="list-style-type: none"> understand much of what is written in te reo Māori about a range of topics, across a range of written text types intended for different purposes and audiences; distinguish between facts and opinions and recognise intentions to persuade and influence. | <p>Learner can understand much of what is written in Māori about a range of topics</p> <p>Learner understand much of what is written in Māori across a range of written text types:</p> <p>Learner can understand narrative texts</p> <p>Learner can understand expository texts</p> <p>Learner can understand persuasive texts</p> <p>Learner can understand texts</p> <p>Learner can distinguish between facts and opinions when reading</p> <p>Learner can recognise intentions to persuade and influence when reading</p> | | |
| <p>Mātakitaki – Viewing</p> <p>By the end of level 7, learners can:</p> <ul style="list-style-type: none"> understand and respond to visual texts that have been created for a range of purposes, and audiences; describe how visual and verbal features are combined for different purposes, and audiences. | <p>Learner can understand visual texts that have been created for a range of purposes</p> <p>List purposes here for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can understand visual texts that have been created for different audiences</p> <p>List audiences here for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Learner can understand visual texts that have been created for different effects</p> <p>List effects here for this learner:</p> | | |

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| | <p>..... </p> <p>Learner can understand visual texts that have been created for a range of purposes List purposes here for this learner: </p> <p>Learner can describe how visual and verbal features are combined for different purposes Learner can describe how visual and verbal features are combined for different audiences Learner can describe how visual and verbal features are combined for different effects</p> | | |
| <p>Kōrero – Speaking By the end of level 7, learners can:</p> <ul style="list-style-type: none"> • use te reo Māori to entertain and persuade as well as to inform; • initiate and sustain conversations in te reo Māori; • give talks on a range of topics in a range of contexts; • use appropriate pronunciation, intonation, rhythm, and stress. | <p>Learner can use Māori to entertain as well as to inform when speaking Learner can use Māori to entertain as well as to persuade when speaking Learner can initiate and sustain extended conversations in Māori Learner can give talks on a range of topics List key topics here for this learner: </p> <p>Learner can give talks in a range of contexts (eg: learner can give a three-minute impromptu speech amongst classmates; learner can give an impromptu speech in the presence of manuhiri) List key contexts here for this learner: </p> <p>Learner can use appropriate pronunciation, intonation, rhythm and stress</p> | | |
| <p>Tuhituhi – Writing By the end of level 7, learners can:</p> <ul style="list-style-type: none"> • use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy; • write in te reo | <p>Learner can use resources to experiment with new language when writing Learner can use resources to review writing for accuracy List key resources used by this learner: </p> <p>Learner can write in Māori about a range of topics List key topics here for this learner:</p> | | |

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| <p>Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience;</p> <ul style="list-style-type: none"> begin to use language to entertain and persuade as well as to inform. | <p>..... </p> <p>Learner can write in Māori using words and expressions that are appropriate for the purpose</p> <p>Learner can write in Māori using words and expressions that are appropriate for intended audience</p> <p>Learner is beginning to use language to entertain as well as inform</p> <p>Learner is beginning to use language to persuade as well as inform</p> <p>Learner comfortably uses language to entertain as well as inform</p> <p>Learner comfortably uses language to persuade as well as inform</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 7, learners can:</p> <ul style="list-style-type: none"> use visual language effects in a range of texts for different audiences and purposes; combine features of visual and verbal language in a range of texts for different audiences and purposes; create new visual texts to express their own information and ideas. | <p>Learner can use visual language in a range of texts for different audiences</p> <p>Learner can use visual language in a range of texts for different purposes</p> <p>Learner can use visual language in a range of texts for different effects</p> <p>Learner can combine features of visual and verbal language in a range of texts for different audiences</p> <p>Learner can combine features of visual and verbal language in a range of texts for different purposes</p> <p>Learner can combine features of visual and verbal language in a range of texts for different effects</p> <p>Learner can create new visual texts to express their own information and ideas</p> <p>List key visual texts here for this learner:</p> <p>..... </p> | | |

Assessment checklist for Level 8 Achievement Objectives

| LEVEL 8 Achievement Objective | Teacher assessment checklist items Learner's name: Date of assessment: | Rating 1 / 2 / 3 | Comments: say more about what the learner can or cannot do |
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| 8.1 communicate about certainty and uncertainty, possibility and probability; | Learner can communicate about certainty Learner can communicate about uncertainty Learner can communicate about possibility Learner can communicate about probability | | |
| 8.2 develop an argument or point of view, with reasons; | Learner can develop an argument or point of view, giving reasons | | |
| 8.3 recount a series of events to inform, persuade, or entertain; | Learner can recount a series of events to inform Learner can recount a series of events to persuade Learner can recount a series of events to entertain | | |
| 8.4 communicate the same information in different ways for different audiences; | Learner can communicate the same information in different ways to suit different contexts List key contexts here for this learner: | | |
| 8.5 respond to selected, and adapted texts in te reo Maori that are about te reo and tikanga Maori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio). | Learner can respond to selected and adapted texts about Māori language Learner can respond to selected and adapted texts about Māori culture | | |
| Whakarongo – Listening By the end of level 8, learners can: <ul style="list-style-type: none"> • understand much of what other speakers of te reo Māori say about a range of topics; • distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in | Learner can understand much of what other speakers of Māori say about a range of topics List key spoken topics here for this learner: Learner can distinguish between facts, opinions, and hypotheses when listening Learner can recognise intentions to persuade and influence in different spoken contexts List key spoken contexts here for this learner: | | |

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| different contexts. | | | |
| <p>Pānui – Reading By the end of level 8, learners can:</p> <ul style="list-style-type: none"> • understand much of what is written by other users of Māori about a range of topics; • distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts. | <p>Learner can understand much of what is written by other users of Māori about a range of topics</p> <p>List key spoken topics here for this learner:</p> <p>Learner can distinguish between facts, opinions, and hypotheses while reading</p> <p>Learner can recognise intentions to persuade and influence in different contexts</p> <p>List key written contexts here for this learner:</p> | | |
| <p>Mātakitaki – Viewing By the end of level 8, learners can:</p> <ul style="list-style-type: none"> • understand the ways in which artists, speakers and writers combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences; • understand and respond to visual features used to present information and ideas for particular effects for a range of purposes and audiences. | <p>Learner can understand the ways in which artists, speakers and writers combine visual and verbal features to present ideas in a range of genres and settings</p> <p>Learner can understand the ways in which artists, speakers and writers combine visual and verbal features to present information in a range of genres and settings</p> <p>Learner can understand the ways in which artists, speakers and writers combine visual and verbal features to achieve particular effects in a range of genres and settings</p> <p>Learner can understand and respond to visual features used to present information for particular effects in a range of genres and settings</p> <p>Learner can understand and respond to visual features used to present ideas for particular effects in a range of genres and settings</p> <p>List key genres here for this learner:</p> <p>List key settings here for this learner:</p> | | |
| <p>Kōrero – Speaking By the end of level 8, learners can:</p> <ul style="list-style-type: none"> • initiate and sustain conversations; • give talks on a | <p>Learner can initiate and sustain conversations in a range of contexts</p> <p>Learner can give talks on a range of topics in a wide range of contexts</p> <p>List key contexts here for this learner:</p> | | |

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| <p>range of topics in a wide range of contexts;</p> <ul style="list-style-type: none"> • produce a wide range of spoken text types, formal and informal; • adapt spoken texts to suit different audiences and purposes; • use te reo Māori to entertain and to persuade as well as to inform. | <p>.....</p> <p>Learner can produce a wide range of informal spoken text types</p> <p>List key informal spoken text types here for this learner:</p> <p>.....</p> <p>Learner can produce a wide range of formal spoken text types</p> <p>List key formal spoken text types here for this learner:</p> <p>.....</p> <p>Learner can adapt spoken texts to suit different audiences</p> <p>Learner can adapt spoken texts to suit different purposes</p> <p>Learner can use Māori to entertain as well as to inform</p> <p>Learner can use Māori to persuade as well as to inform</p> | | |
| <p>Tuhituhi – Writing</p> <p>By the end of level 8, learners can:</p> <ul style="list-style-type: none"> • use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy; • write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience; • adapt written texts to suit different audiences and purposes; • use te reo Māori to entertain and to persuade as well as to inform. | <p>Learner can use resources to experiment with new language and to review writing for accuracy</p> <p>Learner can write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience</p> <p>Learner can adapt written texts to suit different audiences and purposes</p> <p>Learner can write Māori to entertain and to persuade as well as to inform</p> <p>List key written text types or genre here for this learner:</p> <p>.....</p> <p>List key written topics here for this learner:</p> <p>.....</p> | | |
| <p>Whakaatu – Presenting</p> <p>By the end of level 8,</p> | <p>Learner can combine visual and verbal features to present ideas and information to</p> | | |

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| <p>learners can:</p> <ul style="list-style-type: none"> • combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences; • use visual language in a range of text types for different audiences, purposes and effects; • create new visual texts to express their own information and ideas. | <p>achieve particular effects in a range of genres and settings</p> <p>Learner can use visual language in a range of genres for different audiences, purposes and effects</p> <p>Learner can create new visual texts to express their own information and ideas</p> <p>List key genres here for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>List key written settings here for this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Visual texts produced by this learner:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
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