

Note: (M = Male, F=Female)

Student Name and doc attached	Writing: Summary of migration story for the Tokelauans	Reading: Here I am reading my summary (getting them to read it aloud helps to edit it)	Criteria to level 5A (Using writing rubric here)	Teacher Observations
A (M)	Did not complete/start summary	Recording done	Below level 2	Found the reading and writing too difficult. Had to guide him through the reading and support him by spelling the words to him.
A (F)	In 1960 most of the tokelauans migrated to New Zealand. They came here for more opportunities, a better education and jobs. The New Zealand government helped the tokelauans with education and jobs, they gave 186 scholarships for some tokelauans to go and study. In New Zealand there were so many tokelauans that the tokelauans back at the island were obliged to do more hours of work, so some people left to go help there family back at the island. After that immigration started to decrease. Back then the main reason of migrating was because of climate changes but now it's seen as for better opportunities .	Recording done	Level 5A Synonyms Interesting details.	Found the writing task easy and finished first. Read it o.k and could articulate easily what she'd written but did not want her face to be shown on camera. Went away to film herself reading.
M (M)	In tokelau for there education they like to harvest stuff in there island. In there island there are many opportunities and jobs, the island is very small and the arrivals to get there is a bit far from the island.	Recording here	Level 2A/3B Own words Important details are left out	Took a long time to complete the writing task. Had to practice the reading task but eventually got it done.

	In tokelau tradition are very important to the people and they use the polynesian languages in their culture		One place name used	
I (M)	Tokelau the newcomers have migrated to New Zealand the government offered scholarship to the Tokelau student Tokelau population is improving the growth of Tokelau. Also since some Tokelau migrate to NZ for education they have become a resident of New Zealand.	Recording done (but not shared)	Level 3A/4B Own words Some interesting detail	Developed his summary well.
J (M)	The migration began in 1948, when the New Zealand government helped to make the Tokelauan people New Zealand citizens. Tokelauans felt there were more opportunities in New Zealand like jobs and better education.	Recording here (with Trent)	Level 4A/5B Interesting detail Main ideas are covered although better ending needed.	When reading, he paused at the words. Worked in pairs, probably mostly Trents work.
S (M)	Summary incomplete	Recording done	Below level 2.	Struggled to identify key points from the reading. Did not want to do the recording therefore wasted time.
E (M)	Education - For Tokelau education was important.	Recording done		
C (F) Absent for the Tokelau info. This writing is from her	France: There are about 67.19 million people that live in France. I found out that France is the largest country in the EU. Another thing that I found out is that French are known for making wine. Also, I found out that the French have invented many things that we use in our daily lives such as sealed jars, stethoscopes, and my more other things. During my research, I found	-	Level 5B Own words Interesting details.	Good summary skills and asks questions when needs help.

research on another migrant group.	out that there are about 4,593 people that are currently in New Zealand and most of the French are living in Auckland.			
P (F)	In the 1960's the newcomers to New Zealand migrated from tokelau, for more opportunities and better education. They struggled getting used to the new technology. For the new immigrants, resettling was quite unsettling. Most of the migrants population were in NZ and the men back in the islands were obliged to put in more hours of work. Due to this intervening obstacle, some Tokelauan people returned back to help their families.	Recording done (TBA)	Level 5A Short, accurate and uses synonyms to summarise Interesting details.	Focussed on reading and completed summarises on time.
A (F) Absent for the Tokelau info. This writing is from her research on another migrant group	English was challenging to most Japanese people that came to New Zealand. Another challenge for all Japanese people was that it was hard to leave everything behind and start again. Some have never been out of the country before. Getting used to New Zealand culture. According to the facts of Japan I would choose to live in New Zealand because I feel most comfortable where I am and also because I wouldn't wanna leave what I have started back in New Zealand just to start again in Japan. Here in New Zealand you won't experience War or hate from other countries, New Zealand is/was known for being one of the safest countries in the world.	-	Level 5A Short, accurate and uses synonyms to summarise Interesting details.	Focussed on reading and completed summarises on time.

Ja (M)	In tokelau for there education they like to harvest stuff in there island. In there island there are many opportunities and jobs, the island is very small and the arrivals to get there is a bit far from the island. In tokelau tradition are very important to the people and they use the polynesian languages in their culture	Recording here	Level 2A/3B Own words Important details are left out One place name used	Took a long time to complete the writing task. Had to practice the reading task but eventually got it done.
To (M) Absent for the Tokelau info. This writing is from her research on another migrant group	The Dalmations wanted to leave there country because back there it was hard to survive and the land was rocky and steep. New Zealand had Gum fields and a fantastic life. New Zealand was known as a rich country to there people. Kiwi's couldn't understand properly because croatians talk to fast, and having to find a job they liked, and as gum diggers they weren't very rich . Sometimes they felt Lazy. In NZ they feel like there in control of their own life meaning they are free/have freedom.	-	Level 4A/5B Interesting detail Own words	Takes a long time to settle down. Needs constant checking.
Ir(M)	The migration began in 1948, when the New Zealand government helped to make the Tokelauan people New Zealand citizens. Tokelauans felt there were more opportunities in New Zealand like jobs and better education.	Recording here (with Junior)	Level 4A/5B Interesting detail Main ideas are covered although better ending needed.	When reading, he paused at the words. Worked in pairs, probably mostly Trents work.
Ke (F)	The government allowed the the people of tokelau to migrate to New zealand in 1960's.	Recording here	Level 3A/4B Incomplete	Worked in groups but did not finish.

Ge (M)	In tokelau for there education they like to harvest stuff in there island. In there island there are many opportunities and jobs, the island is very small and the arrivals to get there is a bit far from the island. In tokelau tradition are very important to the people and they use the polynesian languages in their culture	Recording here	Level 2A/3B Own words Important details are left out One place name used	Took a long time to complete the writing task. Had to practice the reading task but eventually got it done.
Ma (F)	In my family I think there are some of the people in my generation that are from Tokelau but I don't know who they are. The Tokelauans had a opportunity to go to New Zealand and live there for a better life for there family. Some of the tokelauans remained in Tokelau because they couldn't come to New Zealand. So the process they made helped them alot. Now some people that travelled from Tokelau to New Zealand, they became citizens of New Zealand.	-	Level 4B Own words Some main ideas given Some interesting details used	Started work at school but chooses to complete the tasks at home. Likes feedback and feed forward. Is able to relate writing to her own experiences.
V (M)	In tokelau for there education they like to harvest stuff in there island. In there island there are many opportunities and jobs, the island is very small and the arrivals to get there is a bit far from the island. In tokelau tradition are very important to the people and they use the polynesian languages in their culture	Recording here	Level 2A/3B Own words Important details are left out One place name used	Took a long time to complete the writing task. Had to practice the reading task but eventually got it done.
Ro (M)	Experience Electronics - Tokelauans can't adapt	Recording done	Level 3A/4B	Is able to articulate understanding one on one, but

	to New Zealand life because TV's and Telephones are a new feature to them.		Too short Beginning, middle and/or ending not covered adequately.	finds it difficult to focus. Is a capable reader.
Si (M)	Government Students Scholarship - They came to New Zealand for a scholarships	Recording done	Level 2A Too short	Lacks confidence and needs attention and support. Articulates learning well. Reading is difficult.
Mah (F) Absent for the Tokelau info. This writing is from her research on another migrant group	Niue first settlers arrived about 1000 years ago from samoa and tonga. European contact began in 1774 when James Cook attempted to land on the Island during his Pacific voyage. James Cook left after trying to land three times, and rebuffed explorer dubbed Niue. James named the Island "Savage Island. When the 150 Niueans first world war troops landed for training in Auckland in 1915, they were greeted by the few Niueans who lived there. 54 Niue-born residents in New Zealand. The population in Niue now is 1,624.	-	Level 3B/3P Some has been copied Some structure	Finds it difficult to understand initial instructions and needs further explaining.
Ka (F) (TBA)	Capital: Seoul with 10 million inhabitants is also the country's biggest city Name: Republik of Korea National Holiday: Liberation Day (August 15), looking for a lifestyle change away from the pressures of Korean city life.	-	Level 3B Copied	Only writes minimally. Basic stuff.