

INSERT SCHOOL LOGO OR BANNER

He Taumahi Pahekoheko a-roto An Integrated Internal Assessment Resource				
Resource title: Toku Hapori			Resource reference: Taumahi Pahekoheko version 1	
Te Reo Māori Level 3 AS 91654 3.5	Te Reo Māori Level 3 AS91651 3.2	Te Reo Pakeha Level 1 AS90853	Dance Level 1 (Choreography) AS90858	Tikanga-a-Iwi Level 1 AS91730
Waihanga tuhinga whai take i te reo Māori o te ao whānui	Korero kia whakamahi i te reo o te ao whanui	Use information literacy skills to form conclusion(s)	Compose dance sequence for given briefs	Te whakaatu māramatanga ki ngā take tuakiri tangata
6 credits	6 credits	4 Credits	6 credits	4 Credits

<p>This resource:</p> <ul style="list-style-type: none"> • Clarifies the requirements of the standard • Supports good assessment practice 	<p>This resource:</p> <ul style="list-style-type: none"> • Should be subjected to the school's usual assessment quality assurance process • Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
<p>Date version created: June 2020 Version 1 To support internal assessment from 2020</p> <p>Quality assurance status: These materials have been quality assured by through the internal moderation process at [Insert School]</p>	<p>Authenticity of evidence</p> <p>This resource has been downloaded from a passworded website. Resources are not searchable on the internet. Teachers are encouraged to modify this assessment resource to fit the learning context at the respective Schools, Kura or Wharekura. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.</p>

Teacher Guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/Setting

Te Reo Māori Level 3 AS 91654 3.5	Te Reo Māori Level 3 91651 3.2	Te Reo Pakeha Level 1 AS90853	Dance Level 1 AS90858	Tikanga a Iwi Level 1 AS91730
<p>This activity requires students to produce at least two crafted texts in te reo Māori from different contexts and using different text types. Students will be assessed on how effectively they can craft writing on a range of topics from the less familiar world.</p> <p>At this level, contexts should reflect <i>te ao whanui</i>, and focus on issues at a societal, national or international level. Students are expected to demonstrate they can present ideas based on research and evaluation, and their ability to be creative (either with language or content).</p> <p>Examples of text type include research reports, short stories, and persuasive texts.</p>	<p>This activity requires students to produce at least two crafted texts in te reo Māori from different contexts and using different text types. Students will be assessed on how effectively they can craft writing on a range of topics from the less familiar world.</p> <p>At this level, contexts should reflect <i>te ao whanui</i>, and focus on issues at a societal, national or international level. Students are expected to demonstrate they can present ideas based on research and evaluation, and their ability to be creative (either with language or content).</p>	<p>This activity requires students to carry out an independent inquiry into a current news issue, using their information literacy skills to form conclusion(s). Students must choose an issue that can be considered from at least two different viewpoints.</p>	<p>This achievement standard requires students individually, in pairs, or in groups to compose and present at least two movement sequences for assessment. They must use a variety of movement vocabulary and dance elements in effective and imaginative ways to show their understanding of given briefs.</p>	<p>Hei tēnei aromatawai whakatewhatewhangia ai ngā āhuatanga e whakaawe nei i te tuakiri tangata. Mā te uiui, mā te rangahau i te ipurangi, i ngā pukapuka, otirā i ngā puna kōrero huhua koe e whakaemi kōrero hei whakatutuki i te aromatawai nei.</p> <p>Ka aromatawaitia koe i runga anō i tō kaha ki te whakamārama i ngā pānga o ngā āhuatanga whakaawe ki te tuakiri o te tangata, o te rōpū rānei, pērā i te tirohanga ki te ao me ōna tini kaupapa, ngā uara, ngā whakapono, ngā tikanga kua waiho hei ārahi, otirā ngā mahi ka mahia i runga i ērā āhuatanga o</p>

<p>Students need to be familiar with using dictionaries and other resources, reviewing their writing for accuracy and using appropriate writing conventions such as paragraphing and punctuation.</p>	<p>Examples of text type include research reports, short stories, and persuasive texts.</p> <p>Students need to be familiar with using dictionaries and other resources, reviewing their writing for accuracy and using appropriate writing conventions such as paragraphing and punctuation.</p>			<p>te tuakiri.</p> <p>Kia whā wiki te roa hei whakatutuki i te aromatawai nei i te kura, i te kāinga anō hoki. Kei a kōrua ko tō kaiako te tikanga kapēwhea nei tō whakaputa i ō kōrero.</p>
<p>Conditions</p>				
<p>Te Reo Māori AS91654</p>	<p>Te Reo Māori AS91651</p>	<p>Te Reo Pakeha Level 1 AS90853</p>	<p>Dance Level 1 AS90858</p>	<p>Tikanga a Iwi Level 1 AS91730</p>

<p>Across the two pieces of writing there should be a minimum of 700 words to gain an Achieved Grade, at least 800 words to gain a Merit Grade and 900 words to gain an Excellence Grade.</p> <p>The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date.</p> <p>Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time, however expected that most of the writing students complete will be done during class time.</p> <p>Students can be guided through the writing process of planning, drafting, revising, editing and proofreading.</p> <p>Students need to have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students' work. You could also make use of peer review as part of the formative process.</p>	<p>Across the two pieces of writing there should be a minimum of 700 words to gain an Achieved Grade, at least 800 words to gain a Merit Grade and 900 words to gain an Excellence Grade.</p> <p>The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date.</p> <p>Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time, however expected that most of the writing students complete will be done during class time.</p> <p>Students can be guided through the writing process of planning, drafting, revising, editing and proofreading.</p> <p>Students need to have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students' work. You could also make use of</p>	<p>None</p>	<p>Students will have the opportunity throughout the year to compose movement sequences for three different given briefs. This activity requires an ongoing collection of evidence approach over the three sequences. Students can receive an indicative grade only for each sequence and you should use the achievement criteria holistically over the three pieces. The final grade judgment will be based on the overall weight of evidence across the three sequences.</p> <p>Each sequence must:</p> <ul style="list-style-type: none"> · be created and performed by the students individually, in pairs, or in groups · be at least 45 seconds long · demonstrate understanding of the requirements of the given brief. <p>The composition briefs are provided as part of the student instructions sheet.</p> <p>Assessments will take place during normal class sessions. An example of the time frame for assessment could be:</p> <ul style="list-style-type: none"> · Brief 1, at the end of Term 1 	<p>this is missing</p>
--	--	-------------	--	------------------------

<p>You will need to schedule checkpoints during the year to ensure the authenticity of student work. Drafts should be regularly stored by students in their cloud folder, such as Google Drive or Microsoft 365 (which ever the school uses). These could also be printed, after saving, to document the process. Student folders can be set up by you, so that you are able to access student work.</p> <p>All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes. Finished pieces of writing may be hand written or word processed.</p> <p>You will need to consider all of the writing a student submits before making a holistic judgement about their grade. Do not assess each piece separately; rather consider it in terms of how it contributes to the final grade.</p> <p>A system needs to be devised for collating this evidence. This could be negotiated with students, for example, through manila folders, document wallets, clear files or the use of digital formats such as Google or Microsoft cloud storage.</p>	<p>peer review as part of the formative process.</p> <p>You will need to schedule checkpoints during the year to ensure the authenticity of student work. Drafts should be regularly stored by students in their cloud folder, such as Google Drive or Microsoft 365 (which ever the school uses). These could also be printed, after saving, to document the process. Student folders can be set up by you, so that you are able to access student work.</p> <p>All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes. Finished pieces of writing may be hand written or word processed.</p> <p>You will need to consider all of the writing a student submits before making a holistic judgement about their grade. Do not assess each piece separately; rather consider it in terms of how it contributes to the final grade.</p> <p>A system needs to be devised for collating this evidence. This could be negotiated with students, for example, through manila folders, document wallets, clear files or the use of</p>		<p>Brief 2, mid Term 3</p> <p>Brief 3, early Term 4.</p>	
--	--	--	--	--

	digital formats such as Google or Microsoft cloud storage.			
--	--	--	--	--

<p>Resource requirements</p> <p>A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, text books, or class notes.</p> <p>Additional information</p> <p>Grammar progression tables for each curriculum level of Te Reo Māori are available on TKI at: http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table</p>	<p>Resource requirements</p> <p>A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, text books, or class notes.</p> <p>Additional information</p> <p>Grammar progression tables for each curriculum level of Te Reo Māori are available on TKI at: http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table</p>			
--	--	--	--	--

Resource requirements				
<p>A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, text books, or class notes.</p>		<p>Students select their own texts as part of their inquiry. These texts may be written, oral, and/or visual. They should be encouraged to choose a range of varied source types.</p> <p>See Resources 1–6 for useful support for students.</p>	<p>The students will require an instruction sheet that includes: a description of the composition requirements details of the performance space and the orientation (e.g. where front is)</p> <ul style="list-style-type: none"> - assessment information - authenticity sheets for students to sign as verification that the composition is their own work if the teacher has not observed the process - a video camera to record work -appropriate music provided by the teacher from which the 	

			<p>students can choose accompaniment</p> <p>illustrations of kowhaiwhai patterns</p> <p>http://www.aucklandmuseum.com/site_resources/library/Education/Teachers_Guide/Teacher_Resources_Library/Maori_Education_Kits/Maori_02Kowhaiwhai_1.pdf</p>	
			<p>http://www.maori.org.nz/whakairo/default.asp?pid=sp55&parent=52</p> <p>duets showing relationships, e.g. Queen Camel choreographed by Anne Dewey on video, <i>Contemporary Dance Aotearoa</i>.</p>	
Additional information				
<p>Grammar progression tables for each curriculum level of Te Reo Māori are available on TKI at: http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table</p>		<p>The mode in which students present their conclusions could be assessed against other standards such as those for writing and oral presentation. Wherever such integration between different parts of the programme occurs, ensure that</p>	<p>Students will need to have rehearsed in this space before the performance. Ideally, the video will be able to capture the dancers in this space without camera movement.</p>	

		<p>the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the <i>Conditions of Assessment</i> guidelines.</p>	<p>Material from the student compositions could provide, if appropriate, movement ideas for Dance AS90859 <i>Demonstrate ensemble skills in a dance</i> or could be used for Dance AS90002 <i>Perform dance sequences</i>.</p> <p><i>The process</i></p> <p>You may require students to choose a theme or idea for their composition, where one has not already been included. You may also adapt the briefs provided in this activity or provide alternatives to one or more of the briefs.</p> <p>You are encouraged to provide scaffolded exercises so that students work through the process of creating their sequences together as a class activity. When students are working on group compositions it is advisable to give them some exercises that they do individually to make material that they then take to the group. This process gives all students an opportunity to</p>	
--	--	---	--	--

			<p>contribute to the choreographic process.</p> <p>Teacher and peer feedback throughout the composition process is encouraged.</p> <p>All students in the pair or group might receive the same grade but individual student grades will need to be appropriate to each student's quality of work and/or contribution.</p> <p>You will need to make students aware trialling, accepting or supporting another student's idea is a valid contribution to the process. Students also need to understand that movements that are ultimately left out have still contributed to the process.</p>	

He Taumahi Pahekoheko a-roto | An Integrated Internal Assessment Resource

Resource title: Toku Hapori

Resource reference: Taumahi Pahekoheko version 1

Te Reo Māori Level 3	Te Reo Māori Level 3	Te Reo Pakeha	Dance (Choreography) Level 1	Tikanga-a-lwi Level 1
AS 91654 3.5 Waihanga tuhinga whai take i te reo Māori o te ao whānui	AS91651 3.2 Korero kia whakamahi i te reo o te ao whanui	AS90853 Use information literacy skills to form conclusion(s)	AS90858 Compose dance sequence for given briefs	AS91730 Te Tuakiri Tangata
6 credits	6 credits	4 Credits	6 credits	4 Credits

Introduction

Tēnā koe e te ākonga

This is an integrated assessment task.

Te Reo Māori Level 3 AS 91654 3.5	Te Reo Māori Level 3 AS91651 3.2	Te Reo Pakeha Level 1 AS90853	Dance Level 1 AS90858	Tikanga a Iwi Level 1 AS91730
<p>This assessment activity requires you to produce two crafted texts in te reo Māori from different contexts and using different text types.</p> <p>You are going to be assessed on how effectively you can craft writing on a range of topics from the less familiar world, that is, topics that are beyond your immediate personal experience. Your writing should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).</p> <p>The following instructions provide you with a way to structure your work to enable you to demonstrate what you have learnt, and to allow you to achieve success in this standard.</p>	<p>This assessment activity requires you to produce two crafted texts in te reo Māori from different contexts and using different text types.</p> <p>You are going to be assessed on how effectively you can craft writing on a range of topics from the less familiar world, that is, topics that are beyond your immediate personal experience. Your writing should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).</p> <p>The following instructions provide you with a way to structure your work to enable you to demonstrate what you have learnt, and to allow you to achieve success in this standard.</p>	<p>This assessment activity requires you to carry out an independent inquiry into a current news issue, use your information literacy skills to form conclusion(s), and write up your inquiry in a report. The issue that you choose must be able to be considered from at least two different viewpoints.</p> <p>You may collect information in- and out-of-class time.</p> <p>You will be assessed primarily on whether your report shows that you have carried out a systematic inquiry that leads to a perceptive conclusion or recommendation based on the information gathered.</p>	<p>This assessment activity requires you to choreograph three dance sequences to communicate the ideas in, or the requirements of, three different choreographic briefs supplied by your teacher. You will collect evidence over the three sequences.</p> <p><i>A given brief</i> is the idea, movement problem, or framework for a composition task. To choreograph your sequences you should focus on using the elements of dance (body, space, time, energy, and relationships) in imaginative ways and using imaginative transitions.</p> <p>Two of the briefs will require you to choreograph duets and one will be a group dance. To meet the brief you will use movement vocabulary that you have created yourself and perhaps vocabulary that you already know. You may choose any genre of dance or a fusion of genres. You will select and combine movements in original and imaginative ways to answer the brief or task given. You may also use choreographic devices to develop movement material.</p> <p>Each sequence must be at least 45</p>	<p>Hei tēnei aromatawai whakatewhatewhangia ai ngā āhuatanga e whakaawe nei i te tuakiri tangata. Mā te uiui, mā te rangahau i te ipurangi, i ngā pukapuka, otirā i ngā puna kōrero huhua koe e whakaemi kōrero hei whakatutuki i te aromatawai nei.</p> <p>Ka aromatawaitia koe i runga anō i tō kaha ki te whakamārama i ngā pānga o ngā āhuatanga whakaawe ki te tuakiri o te tangata, o te rōpū rānei, pērā i te tirohanga ki te ao me ōna tini kaupapa, ngā uara, ngā whakapono, ngā tikanga kua waiho hei ārahi, otirā ngā mahi ka mahia i runga i ērā āhuatanga o te tuakiri.</p> <p>Kia whā wiki te roa hei whakatutuki i te aromatawai nei i te kura, i te kāinga anō hoki. Kei a kōrua ko tō kaiako te tikanga ka pēwhea nei tō whakaputa i ō kōrero.</p>

<p>Your two pieces of writing will add up to a combined total of between 700 and 900 words.</p> <p>The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.</p> <p>Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.</p> <p>You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes, dictionaries, text books, or class notes.</p>	<p>Your two pieces of writing will add up to a combined total of between 700 and 900 words.</p> <p>The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.</p> <p>Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.</p> <p>You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes, dictionaries, text books, or class notes.</p> <p>Check your writing to make sure that it shows that:</p> <ul style="list-style-type: none"> · you demonstrate you can present ideas based on research and evaluation · you are able to be creative, either with language or ideas. 		<p>seconds long, but it is recommended that you aim for 1 minute.</p> <p>The final grade judgment will be based on the overall weight of evidence across your two best sequences.</p> <p>Although this achievement standard is assessing your choreography, you will need to perform each sequence well so that your choreography looks effective. The movements need to be clear and precise, showing that your sequence is rehearsed, not improvised.</p>	
---	--	--	---	--

<p>Check your writing to make sure that it shows that:</p> <ul style="list-style-type: none"> · you demonstrate you can present ideas based on research and evaluation · you are able to be creative, either with language or ideas. <p>Your teacher will give you regular feedback and feed forward to support your learning. There may also be opportunity for peer/class discussions to review or plan your writing.</p> <p>You will have several opportunities over the year to submit a written task for consideration toward your final grade.</p>	<p>Your teacher will give you regular feedback and feed forward to support your learning. There may also be opportunity for peer/class discussions to review or plan your writing.</p> <p>You will have several opportunities over the year to submit a written task for consideration toward your final grade.</p>			
--	---	--	--	--

<p>You will be assessed on the quality of your writing, which includes the way you:</p> <ul style="list-style-type: none"> · use language to communicate information, ideas and opinions effectively · develop and connect ideas, information and opinions by giving explanations and/or examples where appropriate, and/or make comparisons to illustrate points · ensure that there is a clear sequence in the ideas expressed or information conveyed in the writing · use language appropriate to the task and intended audience · use language effectively to hold the attention of the reader · write language that is easily understood with very few errors · communicate with correct grammar structures and accurate spelling. <p>Resources</p>	<p>You will be assessed on the quality of your writing, which includes the way you:</p> <ul style="list-style-type: none"> · use language to communicate information, ideas and opinions effectively · develop and connect ideas, information and opinions by giving explanations and/or examples where appropriate, and/or make comparisons to illustrate points · ensure that there is a clear sequence in the ideas expressed or information conveyed in the writing · use language appropriate to the task and intended audience · use language effectively to hold the attention of the reader · write language that is easily understood with very few errors · communicate with correct grammar structures and accurate spelling. <p>Resources</p>			
---	---	--	--	--

<p>Classroom notes. Grammar reference material. Vocabulary lists. Dictionaries. Text books. Computer based resources.</p>	<p>Classroom notes. Grammar reference material. Vocabulary lists. Dictionaries. Text books. Computer based resources.</p>			
<p>Your two pieces of writing will add up to a combined total of between 300 and 500 words.</p> <p>The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.</p> <p>Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.</p> <p>You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes,</p>		<p>Choose an issue and frame your inquiry</p> <p>Choose an issue that interests you.</p> <p>Decide on a starting point for your inquiry (a hypothesis) and discuss it with your teacher. Your hypothesis could arise from a letter to the editor that you read or something you found in a newspaper or magazine, saw on TV, or came across on the Internet.</p> <p>Investigate your hypothesis</p> <p>Formulate at least two key questions that relate to your issue.</p> <p>Search for information relating to your key questions. Access at least three different types of resources (written, oral, and/or visual) from books, the media (radio, TV, newspapers, magazines), and the Internet.</p>	<p>Develop your sequences</p> <p>You will be given some time in class to develop your sequences. You may also wish to work on them in your own time.</p> <p>No costume is required for these sequences but appropriate clothing should be worn.</p> <p>You will be given a choice of music for each sequence or you may perform without music.</p> <p>Your sequences will be performed within normal class time in the dance room, with front facing away from the mirrors.</p> <p>The performances will be videotaped.</p> <p>Evidence from your three choreographies will be collected at different points throughout the year:</p> <p>Briefs</p> <p>A description of each brief and</p>	<p>1 Tautohua tētahi tangata, tētahi rōpū rānei hei titiro māu. Me kōrero rā anō koe ki tō kaiako e tatū ai. Me he rōpū tangata tāu e tohu ai, me whakamārama e koe ngā āhuatanga e paihere nei i a rātou hei rōpū.</p> <p>2 Kohia ngā kōrero mō te tangata, mō te rōpū rānei, whakaahua mai, whitiata mai, pūrongo mai, aha ke mai rānei. Ka pai hoki kia uia taua tangata, tētahi rānei o taua rōpū, he piringa rānei.</p> <p>3 Tātarihia ngā kōrero.</p> <p>4 Horahia ki tētahi pukapuka, tatakihia rānei, ka hopu ai hei whitiata.</p>

<p>dictionaries, text books, or class notes.</p> <p>Check your writing to make sure that it shows that you are writing on familiar topics.</p> <p>Your teacher will give you regular feedback and feed forward to support your learning. There may also be opportunity for peer/class discussions to review or plan your writing.</p> <p>You will have several opportunities over the year to submit a written task for consideration toward your final grade.</p> <p>Your best <u>two</u> written pieces from the following topics will be chosen to put forward for your final grade.</p> <p>Tōku Hāpori Narrative Due Term 1, Week 8</p> <p>Retell the story of a significant local landmark, and what makes this land mark so special.</p>		<p>Evaluate your sources. Draw up a data chart to record evidence of your evaluation.</p> <p>Organise your information</p> <p>Form a conclusion that is based on the information you have gathered and is clearly connected to the purpose of your inquiry. You can express your conclusion as opinion(s) or judgment(s), decision(s), or possible solution(s).</p> <p>Write your report</p> <p>Write your report in which you present the results of your inquiry.</p> <p>In your report:</p> <ul style="list-style-type: none"> · state your hypothesis and the questions you have used to test your hypothesis · describe your inquiry (around at least two different viewpoints) · form conclusion(s), integrate prior knowledge with information you have gathered in your inquiry and use this to create new ideas and knowledge, including 	<p>assessment conditions will be given to you before the performance date.</p> <p>Brief 1: Covering your bases (a duet)</p> <p>Your task is to choreograph a dance for two dancers that uses a variety of body bases to perform still shapes, and locomotor and non-locomotor movements.</p> <p>You will need to include at least 3 of the following in your dance:</p> <ul style="list-style-type: none"> · still shapes at the beginning and end of the dance with each dancer using different body bases, e.g. one dancer using two feet and one hand, the other kneeling · use of high and low levels · a variety of relationships with your partner, e.g. beside, behind · a variety of proximities from very close to your partner to further apart · moments of contact with your partner. <p>Brief 2: Making connections (a duet)</p> <p>Your task is to choreograph a dance for two dancers about a</p>	
--	--	--	---	--

<p>Tōku kura Information Report Due Term 2, Week 4 Identify a future goal. Think carefully about what your school could do to help you to achieve this goal. You might want to use this statement to guide you. “When I finish school I want to be ... and my school could help me to get there by ... “</p> <p>Tōku kāinga Descriptive writing Due Term 3, Week 5 In this day and age many more people are considering tiny house living due to the costs of living being much cheaper, and due also to be able to move it anywhere with ease. Design and then describe a tiny house design that you would like to build for kaumātua.</p> <p>You will be assessed on the quality of your writing, which includes the way you:</p>		<p>recommendations for future action where appropriate.</p> <p>Submit your report to your teacher in the agreed format and by the specified date.</p>	<p>relationship.</p> <p>You must be clear about the relationship that you will dance about. It may be a mother–daughter relationship, a friendship, a relationship where there is conflict, two brothers, and so on.</p> <p>As you work, you may develop your idea further, e.g. best friends who have always been in the same classes find themselves in completely different classes in year 11.</p> <p>You must include at least 3 of the following to communicate your ideas about your chosen relationship:</p> <ul style="list-style-type: none"> · one still shape where both dancers are connected and on different levels (this must be held for at least 5 seconds) · a still beginning and end shape · three different examples of weight-bearing using a variety of body parts · meeting and parting and/or parting and meeting and/or shadowing · a variety of locomotor movements 	
--	--	---	--	--

<ul style="list-style-type: none"> • use language to communicate information, ideas and opinions • develop your ideas using explanations, relevant details and examples • ensure that there is a clear sequence in the ideas/information expressed, for example, link and organise idea/s to form a planned whole which fits the purpose of the writing • use formatting and style appropriate to the text type • use language appropriate to the task • write language that can be understood and does not have errors that detract from the writing • use correct grammar structures and accurate spelling. 			<ul style="list-style-type: none"> • repetition and/or variation of important moves and phrases. <p>All of your movement choices should clearly help to communicate the relationship you have chosen.</p> <p>Conditions:</p> <p>Your sequence will be at least 45 seconds long but no more than 2 minutes.</p> <p>Your teacher will assign your partner to you. Both of you will contribute to the choreography of the dance.</p> <p>You will have 4 sessions to choreograph your dance.</p> <p>You will choreograph your dance sequence without music. However, you will have the choice of 3 pieces of music to perform to and some extra time to practise to this music.</p> <p>Brief 3: Weaving patterns (a group dance)</p> <p>Your task is to choreograph a dance for three dancers using a kowhaiwhai pattern as the basis of your movement ideas.</p> <p>Your kowhaiwhai pattern will:</p> <ul style="list-style-type: none"> • be the inspiration for your group's pathway through 	
--	--	--	---	--

			<p>the space</p> <ul style="list-style-type: none"> · provide ideas for still and moving shapes · be the inspiration for some locomotor and non-locomotor movement. <p>Your dance must have the following three sections:</p> <ul style="list-style-type: none"> · a section that is performed in unison · a section that is performed as a canon · a section where the 3 dancers are doing different but complementary movements. <p>You must also include still beginning and end shapes that reflect your kowhaiwhai pattern.</p> <p>Conditions:</p> <p>Your sequence will be at least 45 seconds long but no more than 2 minutes.</p> <p>You will choreograph your dance sequence without music. You will have the choice of 3 pieces of music to perform to and some extra time to practise to this music.</p> <p>You will have 6 sessions to choreograph your dance and then</p>	
--	--	--	--	--

			<p>will have additional time to rehearse.</p> <p>Your teacher will assign your partners to you. All of you will contribute to the choreography of the dance.</p>	
Resources				
<p>Classroom notes.</p> <p>Grammar reference material.</p> <p>Vocabulary lists.</p> <p>Dictionaries.</p> <p>Text books.</p> <p>Computer based resources.</p> <p>Add Marking Criteria on next page</p>		<p><u>Refer to Assessment Resource Pages 5 to 10.</u></p>		

**Internal Assessment
Evidence Gathering Template**



Learner Name			
NSN			
Subject	Te Reo Māori	Level	3
Standard No.	91654	Version	2
Standard Title	Waihanga tuhinga whai take i te reo Māori o te ao whānui		

Achieved	Merit	Excellence
Waihanga tuhinga whai take i te reo Māori o te ao whānui	Waihanga tuhinga whai kiko i te reo Māori o te ao whānui	Waihanga tuhinga whai hua i te reo Māori o te ao whānui

Key requirements (list):	A✓	M✓	E✓
Two pieces of text with a minimum of 600 words in total. Each text type and context are different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing reflects the expectations of curriculum level 8 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"/>
Both pieces taken to publication standard. There is evidence of drafting, writing, proofreading and editing/reworking of language over a period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing conventions are used. Examples include spelling, punctuation, grammar, order of words, macrons, sentences and paragraphing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can express and develop information, ideas and opinions appropriate to the text type and meeting the requirements of the task.	<input type="checkbox"/>		
Justifies some opinions by providing supporting evidence and explanations to support a point of view.	<input type="checkbox"/>		
Uses vocabulary and language features relevant to the text type and intended reading audience.	<input type="checkbox"/>		
Successful communication. Inconsistencies do not significantly interfere with communication.	<input type="checkbox"/>		
Develops most information, ideas and opinions gives relevant details, examples and explanations.		<input type="checkbox"/>	
Can justify ideas and opinions.		<input type="checkbox"/>	
Structures and builds on ideas so they are connected to create a coherent whole.		<input type="checkbox"/>	
Uses relevant language features in a deliberate and controlled manner.		<input type="checkbox"/>	
Communication is not hindered by inconsistencies. Evidence of successful crafting to produce writing with limited errors.		<input type="checkbox"/>	
Shows development of information, ideas and that is controlled, integrated and sustained.			

Communication is confident and fluid which holds the attention of the listener.				<input type="checkbox"/>
Sufficiency statement:				
Achieved	All of A must be ticked			
Merit	All M must be ticked			
Excellence	All E must be ticked			
TICK OVERALL GRADE	N	A	M	E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Internal Assessment
Evidence Gathering Template**



Learner Name			
NSN			
Subject	Te Reo Māori	Level	3
Standard No.	91651	Version	2
Standard Title	Kōrero kia whakamahi i te reo Māori o te ao whānui		

Achieved	Merit	Excellence
Kōrero kia whakamahi i te reo Māori o te ao whānui	Kōrero kia whai kiko i te reo Māori o te ao whānui	Kōrero kia whai hua i te reo Māori o te ao whānui

Key requirements (list):	A✓	M✓	E✓
Speaking tasks of different contexts and purposes, using a variety of vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The performance or interaction is filmed without breaks and language is audible and natural in stress, rhythm and intonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking on a range of topics beyond the personal experience of the student, expressing and developing some ideas, information, opinions using explanations, relevant details, or examples relevant to the purpose and intended 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 topics. Information, ideas or opinions are developed with appropriate evidence, examples, explanations and conclusions. Ideas are linked to form a coherent structure.		<input type="checkbox"/>	
Can express and justify some opinions with reasons.		<input type="checkbox"/>	
Body language and intonation enhance speaking delivery.		<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 topics. Information, ideas, opinions are developed and sustained. Ideas are supported with relevant explanations and examples. Opinions are justified.			<input type="checkbox"/>
Skillfully selecting from, and effectively uses a range of language and language features that support the intent of the speaking.			<input type="checkbox"/>

Communication is confident and fluid which holds the attention of the listener.			<input type="checkbox"/>
---	--	--	--------------------------

Sufficiency statement:

Achieved	All of A must be ticked
Merit	All M must be ticked
Excellence	All E must be ticked

TICK OVERALL GRADE	N	A	M	E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internal Assessment Evidence Gathering Template		 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY HAKA TOHU: HAKAHEANGA O AOTEAROA QUALIFY FOR THE FUTURE WORLD HAKA HOKIO TAUAHO KI TO AURANGI</small>		
Learner Name				
NSN				
Subject	English	Level	1	
Standard No.	90853	Version	2	
Standard Title	Use information literacy skills to form conclusion(s).			
Achieved	Merit	Excellence		
Use information literacy skills to form conclusion(s).	Use information literacy skills to form convincing conclusion(s).	Use information literacy skills to form perceptive conclusion(s).		
Key requirements (list):		A✓	M✓	E✓
Investigation is framed by the student within a relevant enquiry context.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A range of information sources that are student-selected.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The inquiry is framed within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation or posing a question(s).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information from sources is selected and processed using appropriate strategies and processes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selected information is evaluated for reliability and usefulness.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas and knowledge about the inquiry area is created, underpinned by the information gathered.		<input type="checkbox"/>		
Clear ideas and knowledge connected to the inquiry purpose is created, underpinned by the information gathered.			<input type="checkbox"/>	
Clear ideas and knowledge connected to the inquiry purpose is created, underpinned by the information gathered. Shows insight/originality of ideas.				<input type="checkbox"/>
Sufficiency statement:				
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"/>

Learner Name			
NSN			
Subject	Dance	Level	1
Standard No.	90858	Version	3
Standard Title: Compose dance sequences for given briefs			

Achieved	Merit	Excellence
Compose dance sequences for given briefs.	Compose effective dance sequences for given briefs.	Compose imaginative dance sequences for given briefs.

Key requirements (list):	A ✓	M ✓	E ✓
Sequences are composed that create movement that interprets the different briefs and involves demonstrating understanding, as appropriate, of: <ul style="list-style-type: none"> • action content (locomotor or non-locomotor) and spatial concepts • the use of positive and negative shapes • ways of reordering known steps • the effect of timing, rhythmic qualities and/or musicality • relationships of individuals and/or groups to each other and to the environment • the use of motif and development. 	<input type="checkbox"/>		
Effective dance sequences are composed for given briefs with one or more of the following, as appropriate: <ul style="list-style-type: none"> • variation in locomotor movement, body base, tempo, weight, level • an emphasis on the use of a variety of body parts, including the torso and head • still beginning and ending shapes or an exit/entrance that reflects the given brief • appropriate use of repetition. 		<input type="checkbox"/>	
Imaginative dance sequences are composed for given briefs with one or more of the following, as appropriate: <ul style="list-style-type: none"> • movement choices that are unusual or unexpected • variation in facings, formations, energy quality etc • complementary or contrasting use of body shapes, movements, levels etc • purposeful ordering of material • repetition with variation. 			<input type="checkbox"/>

Sufficiency statement:				
Achieved	At least 2 sequences at A			
Merit	A and M must be ticked with the weight of evidence across both sequences holistically demonstrating M criteria.			
Excellence	A, M and E must be ticked with the weight of evidence across both sequences holistically demonstrating E criteria.			
TICK OVERALL GRADE	N	A	M	E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Aromatawai ā-roto/Internal Assessment
Tūtohi Kohi Taunaki/Evidence Gathering Template**



Ingoa/Learner Name			
NSN			
Kaupapa ako/Subject	Tikanga ā-Iwi	Taumata/Level	1
Nama/Standard No.	91730	Putanga/Version	1
Taitara/Standard Title	Te whakaatu māramatanga ki ngā take tuakiri tangata		

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Ka tautohu i: - ngā āhuatanga e pā atu ana ki te tuakiri o te tangata - te āhua o ngā pānga - ngā āhuatanga tautuhi ana i tētahi tangata, rōpū rānei.	Ka whakaahua i: - ngā āhuatanga e pā atu ana ki te tuakiri o te tangata - te āhua o ngā pānga - ngā āhuatanga e tautuhi ana i tētahi tangata, rōpū rānei.	Ka whakamārama i: - ngā āhuatanga e pā atu ana ki te tuakiri o te tangata - te āhua o ngā pānga - ngā āhuatanga e tautuhi ana i tētahi tangata, rōpū rānei.

Key requirements (Ilist):	P/A ✓	KA/M ✓	KR/E ✓
Ka tautohu kia rua neke atu ngā āhuatanga o tētahi rōpū, hapu, iwi e whai pānga ana ki ngā take tuakiri tangata.	<input type="checkbox"/>		
Ka tautohu kia rua neke atu ngā take e whakaawe ana, e whakapūmau ana i te tuakiri tangata o tētahi rōpū, hapu, iwi.	<input type="checkbox"/>		
Ka whakaahua kia rua neke atu ngā āhuatanga o tētahi rōpū, hapu, iwi e whakaatu ana i tō rātau tuakiri tangata.		<input type="checkbox"/>	
Ka whakamārama kia rua neke atu ngā take e whakaawe ana, e whakapūmau ana i te tuakiri tangata o tētahi rōpū, hapu, iwi.			<input type="checkbox"/>
Ka arotake i ngā take e pāpā ana i te tuakiri tangata o te rōpū, hapu, iwi kia noho pūmau ki ngā āhuatanga kua kōwhiria.			<input type="checkbox"/>

Sufficiency statement:				
Paetae/Achieved	Me tohu ngā P katoa			
Kaiaka/Merit	Me tohu i ngā P me ngā KA katoa			
Kairangi/Excellence	Me tohu i ngā P, KA me ngā KR katoa			
TOHUA TE WHIWHINGA / TICK OVERALL GRADE	KW/N	P/A	KA/M	KR/E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

