**Assessment Resources Map – Māori-medium literacy and numeracy**

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| **Age (years)** | | **5** | **6** | | **7** | | | **8** | **9** | | **10** | | **11** | **12** | **13** | **14** |
| **Tau - Year Level** | | **Tau 1** | **Tau 2** | | **Tau 3** | | | **Tau 4** | **Tau 5** | | **Tau 6** | | **Tau 7** | **Tau 8** | **Tau 9** | **Tau 10** |
| **Ngā Taumata o Te Marautanga o Aotearoa – Curriculum levels** | | **Taumata 2**  **Taumata 1** | | | **Taumata 3** | | | | **Taumata 4** | | | | **Taumata 5** | |  | |
| **Ngā Whanaketanga Rumaki Māori – National Standards** | | **Ngā Whanaketanga Rumaki Māori illustrate the knowledge and skills that students need to have developed in Pānui, Tuhituhi, Pāngarau and Korero at specific points in their schooling if they are to engage with the texts and tasks of the curriculum and make the expected progress. Ngā Whanaketanga Rumaki Māori illustrations are used to help make Overall Teacher Judgments (OTJs).** | | | | | | | | | | | | | | |
| **After 1 year at school** | | **After 2 years at school** | | **After 3 years at school** | | **End of Year 4** | | **End of Year 5** | | **End of Year 6** | **End of Year 7** | **End of Year 8** |  | |
| **Pānui** | | | | | | | | | | | | | | | | |
| **He ara ako i te Reo Matatini – Literacy Learning Progressions** | | **This written resource, available from Down the Back of the Chair, describes the pānui and tuhituhi knowledge and skills that students need to have developed at specific points in their schooling if they are to engage with the texts and tasks of Te Marautanga o Aotearoa and make the expected progress.** | | | | | | | | | | | | | | |
| **He Mātai Mātātupu – Observation Survey of Early Literacy Achievement** | | **Observation tasks to enable teachers to assess progress in beginning literacy. It comprises six assessment tasks.** | | | | |  | | | | | | | | | |
| **Pūkete/Pānui Haere** | | **A running record to identify the Ngā Kete Kōrero (equivalent of Ready to Read) level of the student. Training and resource available through the Kia Ata Mai Educational Trust.** | | | | | | | | | | | | |  | |
| **Haurapa** | |  | | | | **Translation of PROBE assessment kit, used for assessment of reading comprehension.** | | | | | | | | |  | |
| **Ngā Kupu Punoa / Speaking & Listening Checklists for te reo** | | **Yr1 basic word list** | |  | | | | | | | | | | | | |
| **Aro Matawai Urunga-ā-Kura (AKA) Now out of print.** | | **Parallel with SEA Tell Me** | |  | | | | | | | | | | | | |
| **e-asTTle and asTTle V4 Pānui** | |  | | | | | | **Te reo Māori assessments in e-asTTle (electronic version of Assessment Tools for Teaching and Learning)**  **asTTle v4, superseded by e-asTTle and no longer supported by the MoE, has been included because some kura are still using it successfully.** | | | | | | | | |
| **Tuhituhi** | | | | | | | | | | | | | | | | |
| **He ara ako i te reo Matatini – Literacy Learning Progressions** | | **This written resource, available from Down the Back of the Chair, describes the pānui and tuhituhi knowledge and skills that students need to have developed at specific points in their schooling if they are to engage with the texts and tasks of Te Marautanga o Aotearoa and make the expected progress.** | | | | | | | | | | | | | | |
| **He Mātai Mātātupu – Observation Survey of Early Literacy Achievement** | | **Observation tasks to enable teachers to assess progress in beginning literacy. It comprises six assessment tasks.** | | | | |  | | | | | | | | | |
| **Ngā Kete Kōrero -Te Tuhi Assessment Manual** | | **A writing matrix levelled by and within curriculum levels together with graded writing samples, annotated with descriptors from He ara ako I te reo Matatini. NKK levels correlate NKK pānui and NKK korero levels as well as with He Manu Tuhituhi stages.** | | | | | | | | | | | | |  | |
| **e-asTTle and asTTle V4 Tuhituhi** | |  | | | | | | **Te reo Māori assessments in e-asTTle (electronic version of Assessment Tools for Teaching and Learning)**  **asTTle v4, superseded by e-asTTle and no longer supported by the MoE, has been included because some kura are still using it successfully.** | | | | | | | | |
| **He Tauaromahi Pāngarau -**   * **NZ Curriculum Exemplars** | | **Exemplars of tuhituhi tasks used to support teaching and learning (Levels 1 – 5). Be aware that these exemplars, while still useful, relate to the curriculum levels and achievement objectives in the NZ Curriculum, 1992. These, and the progressions of learning described, may not correspond with those described in Te Marautanga o Aotearoa 2012, nor successive curriculum descriptors such as Ngā Whanaketanga Rumaki Māori.** | | | | | | | | | | | | | | |
| **Kōrero** | | | | | | | | | | | | | | | | |
| **Hopukina** | |  | | | | **A diagnostic and summative oral assessment that identifies levels of kōrero achievement – revised in 2014. Available from Down the Back of the Chair after training has been completed. Hopukina dovetails with Nga Rauemi Aromatawai Reo A- Waha, for Taumata 2 - 5.** | | | | | | | | | | |
| **Ngā Rauemi Aromatawai Reo a-Waha (replacing Poutama Pounamu)** | | **A kōrero testing kit, revised in 2014. There are three levels of proficiency: Kia Tere Tonu, Kōrerotia and Takapiringa.**  **Although the assessment is at level 1 of the curriculum, it is suitable for all primary students beginning to learn te reo Māori, Taumata 1 - 2.** | | | |  | | | | | | | | | | |
| **Kawea te Rongo (Kī Mai) – JOST**  **Developed for Speech Language Therapists** | | **Kawea te Rongo – te reo version of JOST, Junior Oral Language Screening Tool**  **Although the assessment is at level 1 of the curriculum, it is suitable for all primary students beginning to learn te reo Māori.** | | | |  | | | | | | | | | | |
| **Pāngarau** | | | | | | | | | | | | | | | | |
| **Expected  numeracy stages** | | **1, 2 & 3**  **Counting All** | **Stage 4:**  **Advanced Counting** | | **Stage 5: Early Additive** | | | | **Stage 6: Advanced Additive** | | | | **Stage 7: Advanced Multiplicative** | | **Stage 8: Advanced Proportional** | |
| **Numeracy Development Projects Tools** | **Te Uiui Aromatawai** | **Te Uiui Aromatawai - Numeracy Project Assessment (Diagnostic Interview)** | | | | | | | | | | | | | | |
| **Āpitihanga Uiui Rautaki** | **Āpitihanga Uiui Rautaki - Global Strategy Stage Assessment (GloSS) -** | | | | | | | | | | | | | | |
| **Ngā Aromatawai Mātauranga Tau** |  | | | **Ngā Aromatawai Mātauranga Tau - Individual Knowledge Assessment for Numeracy (IKAN) -** | | | | | | | | | | | |
| **He Uiui Aromatawai Tōmua i te Pāngarau** | **He Uiui Aromatawai Tōmua i te Pāngarau - Junior Assessment of Mathematics (JAM)** | | | | | |  | | | | | | | | |
| **e-asTTle and asTTleV4 Pāngarau** | |  | | | | | | **Te reo Māori assessments in e-asTTle (electronic version of Assessment Tools for Teaching and Learning)**  **asTTle v4, superseded by e-asTTle and no longer supported by the MoE, has been included because some kura are still using it successfully.** | | | | | | | | |
| **He Pūkete Aromatawai Pāngarau – Records Assessment Mathematics** | | **A collection of twenty pāngarau assessment tasks for taumata 1 to 5 along with teacher guidelines for administering the tasks and making judgements about student responses to the task. Published by He Kupenga Hao I Te Reo, it is a cost-free resource for schools in New Zealand, available from Down the Back of the Chair.** | | | | | | | | | | | | | | |
| **He Tauaromahi Pāngarau -**   * **NZ Curriculum Exemplars** | | **Exemplars of pāngarau tasks used to support teaching and learning (Levels 1 – 4). Be aware that these exemplars, while still useful, relate to the curriculum levels and achievement objectives in the five strands set out in Mathematics in the NZ Curriculum, 1992. These, and the progressions of learning described, may not correspond with those described in Te Marautanga o Aotearoa 2012, nor successive curriculum descriptors such as Ngā Whanaketanga Rumaki Māori.** | | | | | | | | | | | | |  | |

**Notes:**

* **This diagram relates curriculum levels with specific year levels, assuming learning in te reo from Year 1. These year levels will not apply if students start learning in te reo at later stages. Time in immersion is a key factor when selecting appropriate assessment tools and testing levels.**
* **Shaded regions indicate levels out of range of the tool**
* **Inclusion of a tool in this resource map does not indicate endorsement by the Ministry of Education.**
* **The map is not intended to limit a school's choice of tool.**