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Assessment Tools for Teaching and Learning

Te Reo Māori Literacy Curriculum Map

Levels 2—4

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This report details the Level 2-4 asTTle Te Reo Māori Literacy Curriculum Map and provides a detailed breakdown of curriculum achievement objectives by curriculum level. It identifies the rich or big ideas underlying the learning intentions of the Te Reo Māori curriculum. This map was used in the design of Pānui and Tuhituhi asTTle tasks for Kōeke 2—4 trialled in Māori medium environments during 2001—2002 and provides the curriculum basis for asTTle reports of student performance in asTTle.

This report is the first in a series of reports on the Te Reo Māori Curriculum to which a wide range of curriculum experts have responded, whom I would also like to thank for readily providing feedback and analysis.

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The *New Zealand Curriculum Framework* (Ministry of Education, 1993a) outlines the principles, essential learning areas, essential skills, attitudes and values, and assessment policies and procedures for New Zealand schools. A Māori version, *Te Anga Mārautanga o Aotearoa* (Ministry of Education, 1993b) describes the same framework in Māori. This was the first document to detail a curriculum framework in Māori. The technical language used to describe the curriculum in Māori is a meta-language which required a great deal of new terminology, i.e., neologisms. It is of no surprise that many Māori teachers and speakers of Māori have difficultly reading this document.

The *Te reo Māori* 'Māori language' Curriculum (Ministry of Education, 1996b) was based to some extent on the English Curriculum Statement (Ministry of Education, 1994). Whilst both curriculums have a number of similarities, their differences need to be carefully described. One of the fundamental differences is that the te reo Māori curriculum aims to support Māori-immersion classes (Ministry of Education, 1993b:11). Immersion (bilingual) education, is an umbrella term, that was first applied to programmes in Canada where English-speaking students were learning French by undertaking instruction, i.e., being immersed in the language (Baker, 2001:203). The term immersion is often applied to bilingual programmes teaching students through a language which is not their first or dominant language, with the explicit goals of bilingualism, biliteracy, and

biculturalism. Most students in Māori-immersion classes are English dominant and for many the school/kura is the only place that they are exposed to a significant amount of Māori. In addition to this, Māori-immersion classes usually teach all subjects through the medium of Māori.

The *Te reo Māori* Curriculum is cognizant of the current state of the Māori language in New Zealand. Māori is New Zealand's only indigenous language, recognised as a *taonga* 'treasured possession' under the Treaty of Waitangi, and it is an official language of New Zealand. The curriculum highlights that Māori is an endangered language and that the teaching of Māori in schools is seen as one means of ensuring that the language survives into the future. Māori's endangered language status has many implications for Māori-medium instruction. Until recently the use of Māori was mainly restricted to Māori cultural settings such as the marae and Māori religious gatherings. In order for Māori to be used in schools and to discuss modern concepts and technology, a great deal of new vocabulary and language has needed to be created. This is an ongoing process and requires a substantial amount of resources and effort to disseminate language developments to Māori-medium classrooms and the wider speaking Māori community. Whilst resources for Māori-medium classrooms has improved dramatically in recent years, there are still many gaps necessitating teachers creating their own resources.

The curriculum is also seen as means of preserving and promoting *tikanga Māori* 'Māori customs and practices'. Some of the language functions detailed in the curriculum involve appropriate greetings, language forms, and dialogues in Māori cultural contexts such as formal welcomes on the marae. Tribal (*iwi*) differences in protocols and language/vocabulary (i.e., dialectal differences) are also mentioned in the curriculum. Reference is made to literature that describes the philosophical underpinnings of kura kaupapa Māori such as *Te Aho Matua o ngā Kura Kaupapa Māori* (Ministry of Education, 1989).

Surprisingly, the curriculum does not explicitly mention language standardisation, nor provide detailed guidelines on preferred classroom language. It does, however, provide lists of technical

terms used in itself. In addition to this, English glosses of Māori technical terms appear in the margins of most pages of the curriculum.

Te Reo Māori Curriculum

The Te reo Māori Curriculum has a similar structure to the English Curriculum. Language, in both documents consists of six areas: *whakarongo* 'listening', *kōrero* 'speaking', *pānui* 'reading', *tuhituhi* 'writing', *mātakitaki* 'listening', and *whakaatu* 'presenting'. The English document groups these language functions into three strands; oral language (listening and speaking), written language (reading and writing) and visual language (viewing and presenting). The Te Reo Māori document appears to use the same strand groupings implicitly rather than explicitly. The six areas in English are regarded as six *whenu* 'strands' in Te Reo Māori document. In addition to this, it uses an additional distinction not used in the English document. Language is divided into 'receptive' and 'productive' language (Table 1).

Table 1.
Receptive and Productive Language in Te Reo Māori

Reo Torohū **'Receptive Language'**	*Reo Whakaputa* **'Productive Language'**
Whakarongo 'listening'	*Kōrero* 'speaking'
Pānui 'reading'	*Tuhituhi* 'writing'
Mātakitaki 'viewing'	*Whakaatu* 'presenting'

Each of the whenu contain *huānga (o te reo)* (language) elements. These include *pūkenga* 'skills', *kupu* 'vocabulary', *āria o te reo* 'language notions', and *wetewete i te reo* 'grammar'. The whenu also have *mahi ako* 'teaching activities' and *āhuatanga aro matawai* 'assessment techniques' to assist teaching. Skills are listed in tables, proceeding from level 1 to 8 for each of the whenu. Skills are also given under the whenu which are divided into levels. Vocabulary lists appear in the appendices with wordlists covering levels 1-3, levels 4-6, and levels 7-8.

The term 'language notion' is not used in the English Curriculum, however, language features and language functions are described as (Ministry of Education, 1996b:141):

Language feature
Any identifiable structural element of language, or particular language effect, including imagery. Learning to identify language features, and how they influence meaning, is important in close reading and exploring language.

Language functions
The generic term for the various uses and purposes of language.

The Te Reo Māori curriculum employs both these terms *āhuatanga reo* 'language feature' and

āheinga reo 'language function'. However, the idea of a language notion seems to be implied

within the Te Reo Māori curriculum. A language notion is often described as a meaning or concept

required to communicate (e.g., time, quantity, duration, location) or language needed to express

functions or speech acts (e.g., requesting, suggesting, promising, describing) (Richards, J. & Platt, J.

&Platt., H. 1992). This appears to be definition adopted by the Te Reo Māori curriculum as

appendix 2 where it divides language notions into six categories (Table 2).

Table 2.
Te Reo Māori Curriculum Language Notions (*Ngā Ariā o te Reo*).

Māori	English
Wāhi	Place
Te Wā	Time
Te Maha	Amount/Quantity
Te Hononga	Connection/Relationship
Te Tapa	Name/Label
Te Āhua	Feature

Language notions are further classified as either productive or receptive and are assigned a

curriculum level. An example of a language notion is the passive sentence construction (Ministry

of Education, 1996b:121), appearing under *wāhi*:

Ngā Hāngūtanga: *Kua pānui**tia** te pukapuka. I rango**na** te kōrero.* 2t
The passive (construction)The book was read. The discussion/talk was heard.

In Māori passive sentences are identified by the verb being marked as passive by the presence of

one of a number of short suffixes, depending on the verb itself. The passive sentence construction

notion is allocated to 2t (2 refers to the curriculum level, t refers to passive, i.e., *reo torohū*). This

suggests that level 2 students will generally have at least a passive knowledge or understanding of

this construction. However, most level 2 students will not have an active knowledge of or be able

to use this construction in speech or writing.

It is important to note that many aspects of Māori such as the language notions and their

allocated levels are based on the judgements and teaching experience of the expert group involved

in producing the Te Reo Māori curriculum statement. There is very little research on the acquisition of Māori by immersion students and no longitudinal studies on individuals or groups which would provide insights into when and how aspects of Māori language are acquired. The curriculum writers' aim rather is to provide some guidance, particularly for new Māori-medium teachers.

It would have been possible to describe the curriculum language notions in grammatical terminology (*wetewete i te reo*). Although the curriculum statement (Ministry of Education, 1996b:29) separates notions from grammar, many would consider that there is a considerable overlap between these aspects of language, in particular in a language such as Māori whose basic morphology and basic syntax is not complex. Teachers without good backgrounds in language structure may find notions much easier to understand than grammar which is often highly technical description of native adult speakers' competencies in a language.

The curriculum refers to Biggs's (1973) well known descriptive grammar of Māori '*Lets Learn Māori*' and its subsequent translation by the Cleve Barlow (1990) '*Me ako tātou i te reo Māori*'. Since the publication of the curriculum, two good reference grammars of Māori (Bauer 1997, Harlow, 2001) have been produced. Māori-medium teachers may find these recent works much easier to understand. Harlow (2001) is particularly useful in that it explicitly aims to be user friendly and notes many instances where changes are happening in the structure of Māori.

Te Reo Māori Curriculum Vocabulary

One of the reasons teachers find the Te Reo Māori curriculum statement difficult to understand is that it has a large number of neologisms and technical terms. Unfortunately some of the Māori terms used for certain concepts are different to the other statements. For example, *kōeke* is used for level, the Pāngarau curriculum statement (Ministry of Education, 1996a) uses *taumata* for level. The Te Reo Māori curriculum uses *tatauranga* for statistics, the Pāngarau statement uses *tauanga*.

Other terms in the Te Reo Māori curriculum have different meanings in Māori technical documents not associated with the curriculum. The Te Reo Māori curriculum uses the term *reremahi* for verbal particles and *rereingoa* for nominal/noun. Biggs (1990) uses *reremahi* for verbal sentences and *rereingoa* for nominal sentences. The Te Reo Māori curriculum uses the term *kupu honohono* for conjunction. Te Matatiki (1996) uses the term *kupuhotu* and Biggs (1990) uses the term *tūhono* for the same thing. Clearly, the continual change and variation in technical vocabulary places an extra burden on Māori-medium teachers.

Another difficulty with many neologisms is that it is often not clear how a term should be used outside of the context that is given in. For example, the word *ōkawa* 'formal' is given with an antonym *ōpaki* 'informal'. If a teacher wants to use a derivative of that term, (e.g., formalise), it is not clear whether a traditional Māori word forming process, in this case, a causative prefix *whaka-,* could be used, alternatively whether a circumlocution would be more appropriate. The curriculum statement contains many nouns which could be used as verbs in English, (e.g., *mahere whenua* 'map'). Teachers may be unsure whether or how the Māori term should be used in as a verb in Māori. The word *arotake* is now widely used a word for 'review'. The Te Reo Māori Curriculum statement uses it with this meaning often and once with the gloss 'critical'. In the context of a review this translation (critical) makes sense, however, there is a danger that teachers may use *arotake* in other contexts where more suitable Māori words exist.

The term *āria* is used for 'idea, theory, and notion'. This makes it difficult to distinguish between the terms which, in certain contexts, may represent different concepts. Those teachers who have recently trained will have encountered the Te Reo Māori curriculum statement, its structure and vocabulary during their training and may find it much easier to work with compared to experienced teachers who have not yet had opportunity for professional development in this area.

Thus far, this report has overviewed the key structural characteristics of Te Reo Māori curriculum and highlighted significant differences to the equivalent English curriculum. It has also identified some of the key difficulties of implementing a literacy curriculum in the context of

second language immersion within an endangered indigenous language. The balance of this report is now a detailed analysis of the achievement objectives, levels, and main ideas within pānui and tuhituhi.

Pānui/Tuhituhi Achievement Objectives for Levels (Kōeke) 2 – 4.

Both pānui and tuhituhi have one achievement objective for each curriculum level (Table 3).

Table 3.
Māori and English Translations of Literacy Curriculum Achievement Objectives for Kōeke 2—4

	Subject	
Kōeke	**Pānui**	**Tuhituhi**
2	*Ka mārama te ākonga ki te huhua noa o ngā tuhinga poto kua tīpakona hei whakangahau, hei whakamōhio rā nei i a ia.*	*Ka taea e te ākonga te tuhituhi mō tētahi wā ia rā hei whanake i te reo kua mau i a ia, hei kawe hoki i ōna wheako.*
	The student understands and knows a variety of shorter texts selected for enjoyment or informational value.	The student can write regularly and spontaneously to record personal experiences and observations.
3	*Ka taea e te ākonga te tīpako mai me te pānui ngā tuhinga, hei whakangahau, hei whakaea hoki i ngā kaupapa kua whakaritea.*	*Me mārama, me whai hua tā te ākonga, tāna tuhi i ngā momo tuhinga huhua noa.*
	The student selects and reads for enjoyment and to meet the requirements of selected subjects/topics.	The student can write capably, using wide variety of genres.
4	*Ahakoa he aha te tūmomo tuhinga, e tino mātau atu ana te ākonga ki tāna i pānui ai, e taea ana hoki e ia te āta tātari. Ka whakapakari anō hoki ia i tōna āhei ki te arotake i te whai hua o āna tuhituhinga.*	*Me whai hua, me mārama te tuhi a te ākonga i ngā momo tuhinga huhua noa mō ngā kaupapa whānui, ā, me hāngai te tuhinga ki te pūtake me te hunga pānui.*
	The student can read, understand and evaluate all genres. The student is able to develop their own abilities to evaluate the appropriateness of their own writing.	The student can write capably using a wide variety of genres covering a wide range topics/subjects and use appropriate writing for the intended audience.

The achievement objectives in both pānui and tuhituhi show a clear progression between levels. They are very broad in their interpretation and allow for a wide variety of activities to be covered under each objective.

Description of the Te Reo Māori Literacy Framework

The asTTle Te reo Māori Literacy Framework (Appendix 1 in English; Tūtohi 1 in Māori) combines tuhituhi and pānui in a single framework containing deep and surface features. The tuhituhi section lists six genres, each having four deep features and three surface. There are differences between the deep feature descriptors for each genre, while the surface features are identical for all tuhituhi genres. The pānui section lists the 12 asTTle achievement objectives on the basis of the four content areas. In the asTTle application users selecting tuhituhi must choose one of the six genre on which a number of writing tasks are based. Opting to create a Pānui test involves users requesting a proportion of items they would prefer in one or more content areas. Users can not select items on the basis of achievement objectives.

asTTle Pānui Curriculum Framework

The asTTle Te Reo Māori Pānui framework, based partially on insights developed in the asTTle reading framework, has derived further specification of these objectives and expanded the list to 12. Each objective belongs to one of four major categories or big ideas implied within the curriculum which are Finding Information, Knowledge, Understanding, and Interpretation/Evaluation (Table 4).

Table 4.
asTTle Pānui Achievement Objectives Kōeke 2—4

Kōeke	Pānui			
	Rapu mōhiohio **Find Information**	*Mātauranga* **Knowledge**	*Māramatanga* **Understanding**	*Whakamāori/Arotake* **Interpretation/Evaluation**
2—4	*Tāutu mōhiohio motuhake* identify specific information *Kimi/tiki mōhiohio* Locate/retrieve information	*Ture o te reo* Rules of language *Kupu* Vocabulary	*Tāutu kaupapa matua, ariā matua* Identify main themes and ideas *Pānui kia mārama, kia aroā* Read for understanding & comprehension *Tāutu mōhiohio taipitopito/tāutu meka tautoko, ariā tautoko* Identify details and supporting facts and ideas *Whakaputa whakatau mai i te kōrero* Make straightforward inferences based on text	*Aronui momo tuhi, take* Recognise style and purpose *Whakaōrite, whakatairite tuhinga* Compare & contrast texts –in & between *Whakaputa whakaaro/tautoko whakaaro mō te tuhinga me tōna kaupapa* Express & justify opinions about text content or messages *Arotake, whakamāori āhuatanga me ngā take o te tuhinga* Evaluate & interpret text/language features & purposes

These twelve objectives and four content areas provide a basis for the development and assigned of asTTle pānui items. Clearly the objectives cover more than one level and items can be assigned to more than one objective. The objectives increase in complexity and detail over the three levels, partly in relation to the complexity of the texts used at each level; nevertheless, further specification of the differences between levels can be derived from a closer analysis of the items and student performance. Note that the appropriateness of items for each level is confirmed by trialing with students, expert teacher reviewing, and standard setting processes.

Te Reo Māori Literacy Curriculum Map

asTTle Tuhituhi Curriculum Framework

The asTTle Te Reo Māori tuhituhi framework is also based partially on insights developed in the asTTle writing framework (Glasswell, Parr, & Aikmann, 2001). Tuhituhi is divided into surface features (grammar, punctuation, and spelling) and deep features (effectiveness, content, structure, and language knowledge). As with the asTTle writing, tuhituhi has adopted a socio-communicative theoretical approach to written communication, and thus divides the subject into six genres or purposes (i.e., narrate, recount, instruct, describe, explain, and persuade). Not included in the framework are traditional (oral) genres, such as *mōteatea*, *waiata*, and *whakataukī*. Whilst these traditional forms are important, our current advice from Māori-medium teachers is that asTTle's socio-communicative framework is not appropriate to assess traditional Māori forms, as these forms have multiple purposes (i.e., a waiata may recount, persuade, or describe). In addition to this, there is very little detail in the curriculum and no research that we are aware of about the levels to which these various traditional forms relate and to what to extent it is appropriate to introduce students to the writing of traditional Māori genres.

The Tuhituhi Framework is given below first with descriptors for each of the surface features based on level (*kōeke*) (Table 5).

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Table 5.
Surface Features of Tuhituhi by Kōeke

Kōeke	Wetewete Reo (Grammar)	Tohutuhi (Punctuation)	Tuhituhi Kupu (Spelling)
2	Errors interfere with meaning. Limited range of grammatical constructions. Word order at times may follow English patterns. Sentence coordination and separation may not always be accurate.	Generally sentence punctuation used correctly (i.e., capitals and full stops).	Many common words spelt correctly. Word separation may not always be accurate. If macrons used, may often lack consistency or have errors.
3	Some errors in sentences. Appropriate range of grammatical constructions. Occasions where word order follow English patterns. Sentence coordination and separation generally accurate.	Sentence punctuation mostly correct and other basic punctuation is mostly correct. May be attempting more complex punctuation (e.g., commas for parentheses, semi-colons and colons).	Most common words spelt correctly. May be examples of lack of accurate word separation. If macrons used, may sometimes lack consistency or have few errors.
4	Few errors in sentences. Wider and appropriate range of grammatical constructions. Sentence coordination and separation accurate.	Sentence and other basic punctuation correct. Evidence of correct use of some examples of complex punctuation where appropriate (commas for parentheses, semi-colons and colons).	Few errors. Word separation accurate. If macrons used, application is accurate.

Achievement objectives for the deep features of each purpose of writing are detailed in Tables 6—11.

Table 6.
Achievement Objectives for Deep Features by Kōeke for *Tuhi Paki* (Narrate)

Kōeke	Whaihua (Effectiveness)	Kiko (Content)	Hanganga (Structure)	Mātauranga Reo (Language Knowledge)
2	Evidence that the writer recognises the purpose for writing (to tell a story) and that he/she is writing for an audience other than the self.	Some attempt at a story. Writing is a series of loosely related sentences or a series of sentences that all describe a single event.	Semblance of order evident but limited because of haphazard or stream of consciousness-type organisation	Language is simple. Actions recounted with little elaboration, and, overall, style lacks variety. May insert direct speech but context lacks clarity. Simple sentences used but may attempt complex sentences
3	Evidence of attempts to capture the reader's interest. Language use and writing style appropriate to telling a story. Attempts to adopt a perspective to tell the story.	Writing includes important elements of story e.g., has essentials of characters, settings, and events. Evidence of inclusion of problem or complication. May attempt to conclude events.	Some arranging of story elements evident. The story is organised around happenings and has a point. Ideas/ events may be linked through the use of devices such as paragraphing or linking words and/or phrases (e.g., *I muri mai i ..., nō te mea …*)	May be evidence of attempts to add interest and detail through the use of descriptive language. May attempt to use dialogue to add to story. Many simple sentences correct. Some successful complex sentences evident.
4	Engages audience and sustains reader attention. Language use and writing style enhance the telling. The writer's 'voice' permeates the text and invokes a reaction.	Story includes comprehensive elements (e.g., orientation, complication, resolution, and sometimes coda conclusion). Clear focus on and development of specific events, characters, and settings.	Story element arrangement managed well (e.g., effective plot or development of events). Effective linking is evident through the use of some linking devices (e.g., *I muri mai i …, nō te mea ..., otirā, engari*, etc.), which make the story flow.	May use language devices (e.g., figurative language, idiom) and descriptive language to engage the audience and give detail to and develop characters, actions, and settings. Purposeful use of dialogue (where included). Most simple sentences correct. Control of complex sentences evident where appropriate.

Table 7.
Achievement Objectives for Deep Features by Kōeke for *Taki* (Recount)

Kōeke	Whaihua (Effectiveness)	Kiko (Content)	Hanganga (Structure)	Mātauranga Reo (Language Knowledge)
2	The writer recounts to tell of a past experience or happening. Recognises that he/she is writing for an audience other than the self, but may be limited by assumption of shared knowledge.	Writer recounts events. Writing may begin with an orientation (background information) using some of the elements of recount (when, where, who, what, and why). May be some evidence of selection of events for inclusion or of comment on events. May include content not relevant.	Events are largely sequenced in time order. Events are linked by using common words that indicate the passage of time (*Ka, I, I muri mai*).	Language is simple. Some verbs used but limited in scope (e.g., "*ka haere au*", "*ka tiki au*" etc.). Events and actions recounted with little elaboration (may be limited by repetitive use of sentence structure and/or language to indicate passage of time). Simple sentences used, but may attempt complex sentences Actions recounted with little elaboration, and, overall, style lacks variety. May insert direct speech but context lacks clarity. Simple sentences used but may attempt complex sentences
3	Language use and writing style appropriate to recounting a past happening. Recount may show evidence of attempts to capture the audience's interest.	Writing includes, in addition to where, when, who, what, and why, evidence of foregrounding of significant content. Evidence of attempts to add detail to, comment on, or evaluate selected points of interest. There may be an attempt to conclude.	Events are in time order and seem to follow on. Events are linked in a variety of ways. Some evidence of attempts at paragraphing to section (e.g., orientation, sequence of events, reorientation).	Evidence of attempts to add detail to content through using a variety of language. Variety in sentence structure. May include dialogue to assist reconstruction of events. Many simple sentences correct. Some successful complex sentences evident.
4	Language use and writing style help to engage the reader and sustain interest. The text is complete for audience understanding.	Orientation is comprehensive, yet succinct. Clear focus on and development of specific events of interest. Recount may be enriched with interpretive comments, evaluation, and observation. Conclusion is usually linked thematically to recount content.	Events are in time order, and sequencing is managed well. The detailed sequence of events is often interwoven with evaluative comment/ observation. Paragraphs support the structure.	Language devices may be used (e.g., idiom) to amplify content. Varied use of words to describe actions and events and to capture thoughts and feelings. Most sentences correct. Control of complex sentences evident, where appropriate. Uses complete sentences.

Table 8.
Achievement Objectives for Deep Features by Kōeke for *Tohutohu* (Instruct)

Kōeke	*Whaihua* (Effectiveness)	*Kiko* (Content)	*Hanganga* (Structure)	*Mātauranga Reo* (Language Knowledge)
2	Evidence that the writer recognises the purpose for writing (e.g., attempts to instruct the reader) and that he/she is writing for an audience other than the self. May assume shared knowledge with the reader.	May be some elements of procedure (e.g., headings, actions, materials) included. Some topic-related information included. Evidence of instruction-like statements.	Semblance of order to procedure. May use a simple ordering device (e.g., numbers).	Simple, unelaborated statements evident. Some command-like statements present. Actions recounted from a personal perspective. Simple sentences used but may attempt complex sentences
3	Language use and writing style is appropriate to audience. Instructs but relies on context	Basic procedure elements (i.e., headings, actions, materials) included. Some elaboration of elements. Limited irrelevant information.	Some grouping or sequencing of procedure elements evident. Some use of ordering devices but limited in number and/or scope (e.g., repetition of then).	Evidence of use of task-appropriate language to describe materials and actions. Command-like statements may predominate. Many simple sentences correct. Some successful complex sentences evident
4	Interprets needs of audience. Language use and writing style directed to audience.	Procedure elements (i.e., headings, sub-headings, materials, actions) sufficiently elaborate, precise, and comprehensive. Includes only appropriate content.	Elements of procedure grouped or sequenced appropriately. Effective use of ordering devices where applicable.	Consistent use of task-appropriate language to describe materials and actions. Consistently refers to reader in generalised way (one/you). May adjust language to both instruct and advise. Most sentences correct. Control of complex sentences evident, where appropriate. Uses complete sentences.

Table 9.
Achievement Objectives for Deep Features by Kōeke for *Whakaatu* (Describe)

Kōeke	Whaihua (Effectiveness)	Kiko (Content)	Hanganga (Structure)	Mātauranga Reo (Language Knowledge)
2	Evidence that the writer recognises the purpose for writing. Gives information from a writer's perspective.	Evidence of statements of fact. Writing includes some facts relevant to the topic and task, covering, for example, some (2 or more) task-appropriate domains: attributes, behaviours, properties, functions, location, etc. Can include many statements irrelevant to the topic and/or task.	Semblance of framework (e.g., some grouping of information). For example, text is limited because of presentation of fact statements as discrete elements. May be attempting to section or paragraph.	Language has structure of simple factual descriptions. Topic-related language present but little detail conveyed through language. Vocabulary may be limited Simple sentences used, but may attempt complex sentences.
3	Language use and writing style generally appropriate to audience and purpose. Informs but may require some reader inference.	Most domain elements appropriate to the task present (e.g., the writer classifies and deals with attributes, behaviours, properties, functions, location, etc.). May include some material irrelevant to the topic of the given task.	Evidence that the writer is using a framework for ordering content (e.g., categorising or classifying). May not be consistently or optimally ordered, and elements may be inappropriately assigned to parts of framework. Evidence of attempts at sectioning or paragraphing.	Evidence of use of task-appropriate structures and language. May be some unclear or repetitious reference. Many simple sentences correct. Some successful complex sentences evident.
4	Interprets needs of audience. Language use and writing style directed to audience and appropriate to purpose. Information is comprehensive and explicit enough to require little or no reader inference.	Domain elements are comprehensive & detailed for the given task. (e.g., title, the writer classifies what is to be described or reported. Almost all material related to topic of the given task.	Logical, effective, and obvious framework for ordering report or description (e.g., categorisation or classification, grouping statements). Elements appropriately assigned. Paragraph or sections support the structure. Thematic linking of sentences to topic of paragraph or section.	Consistent use of appropriate language for task and topic. Language of comparison may be used to enhance understanding. Most sentences correct. Control of complex sentences evident, where appropriate. Uses complete sentences.

Table 10.
Achievement Objectives for Deep Features by Kōeke for *Whakamārama* (Explain)

Kōeke	Whaihua (Effectiveness)	Kiko (Content)	Hanganga (Structure)	Mātauranga Reo (Language Knowledge)
2	The writer recognises that an explanation is required and that he/she is writing for an audience other than the self. Assumed shared knowledge with the reader may interfere with meaning.	Writer generally makes an attempt to identify the phenomenon/process and gives two or more simple reasons for its occurrence. May include statements that are irrelevant to the topic and/or task or include a personal perspective to the explanation.	Semblance of order evident but limited because of haphazard or stream of consciousness-type organisation.	Language is simple. Actions recounted with little elaboration, and, overall, style lacks variety. May insert direct speech but context lacks clarity. Simple sentences used but may attempt complex sentences.
3	Language and writing style is that of explanation. It is appropriate to the audience. May rely on context and requires some reader inference to understand explanation.	Writer identifies the phenomenon or process clearly. Body of text contains further elaboration and gives associated reasons for why/ how it occurs. Limited irrelevant information evident.	Evidence of attempts at structuring content through the grouping of ideas within and across sentences. May be attempting to construct between-paragraph links.	Evidence of use of task appropriate language. Topic-related vocabulary contributes to understanding of parts or aspects of phenomenon to be explained. May be some unclear or repetitious reference. Many simple sentences correct. Some successful complex sentences evident.
4	Language use and writing style appropriate to explanation and directed to the reader/audience (e.g., evidence that needs of reader are being considered). Explanation is clear and can stand alone.	Writer identifies the phenomenon or process clearly in an introduction, which may also give contextualising information. Body of text contains a sequenced account of elaborated aspects/ processes, and gives detailed associated reasons for why/ how it occurs. Includes only relevant content.	Attempts at grouping or sequencing of explanation evident. Across the text there is a sense of an attempt to sequence content.	Consistent use of appropriate language for task and topic enhances the clarity and coherence of the explanation (e.g., technical language is included where appropriate). Most sentences correct. Control of complex sentences evident, where appropriate. Uses complete sentences.

Table 11.
Achievement Objectives for Deep Features by Kōeke for *Tautohe* (Persuade)

Kōeke	Whaihua (Effectiveness)	Kiko (Content)	Hanganga (Structure)	Mātauranga Reo (Language Knowledge)
2	Evidence that writer recognises that his/her opinion is needed. May use language to state opinions from a personal perspective.	Writing covers some (1 or more) task and topic appropriate domains: (e.g., position statement – writer identifies position on the issue, makes 2 or more simple opinion/statements related to the topic, makes use of a final statement to round off the text in some way). Can include many statements not really to the topic and/or task.	Semblance of organisation is evident (e.g., some grouping of ideas) But text may be limited because of presentation of opinion statements as separate elements.	Language has structure of simple opinion statements (e.g., may be stated from a personal perspective "*Ki a au nei*"). Topic related language present but little opinion is conveyed through language choices (e.g., vocabulary is limited). Simple sentences mainly used.
3	Language use and writing style generally appropriate to audience. Writer states his/her position on the issue and makes some attempt to influence	Most argument domain elements are present (main points, some supporting evidence/illustration, re-statement of position). Some elaboration of main points occurs. May include information that does not contribute to argument.	Evidence of attempts at overall structuring of content through grouping ideas within and across sentences (may use devices such as paragraphing and simple linking of ideas through conjunctions such as *nō te mea, nā reira, otirā, engari* etc).	Evidence of use of some task appropriate structures and language. Evidence that the writer is a beginning to select language to create a particular effect and to influence the reader. May be some unclear or repetitious reference. Many simple sentences correct. Some successful complex sentences evident.
4	Language use and writing style appropriate and directed to audience (e.g., writing attempts to persuade reader). Clearly stated position is evident and maintained throughout.	Argument domain elements (e.g., position statement, main points, illustration/evidence of main points, re-statement) are comprehensive and elaborated. Content is relevant & functions to add weight to the writer's position.	Content managed effectively through grouping and/or paragraphing main ideas & supporting evidence. Ideas are linked in more complex ways (e.g., varied use of linking words and phrases, conjunctions and connectives e.g., *nō te mea, nā reira, otirā, engari* etc).	Consistent use of appropriate language for task and topic. Language supports a particular viewpoint and is used to persuade the reader. Reference links clear. Most sentences correct. Control of complex sentences evident, where appropriate. Uses complete sentences.

The asTTle tuhituhi framework provides a basis for the generation of assessment writing tasks based on the six socio-communicative purposes. Each task would be designed for a single purpose, thought authentic writing often requires multiple purposes. The descriptors for surface and deep features (of each genre) constitute the basis for marking rubrics or progress indicators.

Conclusion

The asTTle Te reo Māori literacy framework is a Māori language based framework that supports the teaching of tuhituhi and pānui and provides an initial basis for the development of asTTle tuhituhi and pānui assessment items. Additional achievement objectives can be readily accommodated in the pānui framework. The tuhituhi descriptors can be modified in light of further feedback and much needed research in Māori literacy.

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Te Reo Māori Literacy Curriculum Map

Appendix 1 Te Reo Māori Literacy Framework: Levels 2-4

Deep Features/*Āhuatanga Hōhonu*									
Writing/*Tuhituhi*						Reading/*Pānui*			
Narrate *Tuhi Paki*	Recount *Taki*	Instruct *Tohutohu*	Describe *Whakaatu*	Explain *Whaka-mārama*	Persuade *Tautohe*	Find Information	Knowledge	Understanding	Interpretation/ Evaluation
• Effectiveness/*Whaihua* - style & clarity appropriate for audience & purpose						• Identify specific info	• Rules of language	• Identify main themes & ideas	• Recognise style & purpose
• Content/*Kiko* - ideas, themes, topic						• Locate/ retrieve info	•Vocabulary	• Read for understanding & comprehension	• Compare & contrast texts (in & between)
• Structure/*Hanganga* -coherence, sequencing, organisation								• Identify details and supporting facts and ideas	• Express & justify opinions about text content or messages
• Language Knowledge/*Mātauranga Reo* - notions, functions, vocabulary, grammar								• Make straight-forward inferences based on text	• Evaluate & interpret text language, features & purposes
Surface Features/*Āhuatanga Pāpaku*									
• Grammar/*Wetewete Reo* • Punctuation/*Tohutuhi* • Spelling/*Tuhituhi kupu*									

Tūtohi 1: He Hanganga Tuhituhi me te Pānui mō ngā Aromatawai o te Kaupapa asTTle, Kōeke 2-4

Āhuatanga Hōhonu									
Tuhituhi						Pānui			
Tuhi Paki	Taki	Tohutohu	Whakaatu	Whaka-mārama	Tautohe	Rapu Mōhiohio	Mātauranga	Māramatanga	Whakamāori/ Arotake
• *Whaihua* - he hāngai te momo tuhi mā te kaipānui me te take (o te tuhi) he mārama mā te kaipānui me te take o te tuhi						• Tāutu mōhiohio motuhake	• Ture o te Reo	• Tāutu kaupapa matua, ariā matua	• Aronui momo tuhi, take
• *Kiko* - ariā, kaupapa						• Kimi/tiki mōhiohio	• Kupu	• Pānui kia mārama, kia aroā	• Whakaōrite, whakatairite tuhinga
• *Hanganga* - he tika te mahere, te whakaraupapa, te whakarārangi								• Tāutu mōhiohio taipitopito/ tāutu meka tautoko, ariā tautoko	• Whakaputa whakaaro/ tautoko whakaaro mō te tuhinga me tōna kaupapa
• *Mātauranga Reo* - ariā reo, āheinga reo, kupu, wetewete reo								• Whakaputa whakatau mai i te kōrero	• Arotake, whakamāori āhuatanga me ngā take o te tuhinga

Āhuatanga Pāpaku
• Wetewete Reo • Tohutuhi • Tuhituhi Kupu