Review of the Māori Literacy Framework for Kōeke 2-6 Pānui / Tuhituhi of the Māori language curriculum statement, Te Reo Māori i roto i ngā Marautanga o Aotearoa

Submitted by the Assessment Tools for Teaching and Learning team,

Auckland UniServices Ltd

University of Auckland

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Māori Literacy Framework:

Kōeke 2—6

This report reviews the Level 2-4 asTTle literacy framework and identifies and discusses changes that need to be made in order to extend the framework to curriculum Levels 5 and 6 and provides a detailed breakdown of curriculum achievement objectives by curriculum level within the context of the revised asTTle mathematics framework.

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

John Hattie
Project Director, asTTle
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Purpose

The purpose of this paper is to review the current Māori literacy framework developed by asTTle for Levels 2-4 of the Pānui and Tuhituhi strands within the Māori language curriculum statement, Te Reo Māori i roto i ngā Marautanga o Aotearoa. In reviewing the framework potential issues and links to NCEA and the Exemplar development are highlighted. This report further develops the curriculum map for Te Reo Māori Kōeke 5-6. It discusses implications for asTTle future versions.

This review concludes that the Māori Literacy Framework developed for Kōeke 2-4 is sufficiently generic and flexible enough to accommodate the Achievement Objectives and related skills for Kōeke 5 & 6 within the Pānui and Tuhituhi strands.

Te Reo Māori i roto i te Marautanga o Aotearoa – Māori Language Curriculum Statement

The Achievement Objectives (AOs) within the curriculum are written as broad outcomes. Each AO is supported by a set of related skills. The skills help to "unpack" the AO. In addition, each of the eight levels (kōeke) is supported by language specific content such as grammar, language functions, notions and vocabulary which describe the range of language expected at each level of the curriculum. This language knowledge is not strand specific and is one, if not the most, significant difference between the English and Māori language curriculum statements.

Another distinction worth noting between the two curriculum statements, which has implications for teaching and assessment, relates to the language background and skills of the learner. It is reasonable to assume that learners at Level 1 of the English curriculum will be Year 0-2 learners. For the vast majority of learners this assumption will hold true. However, learners of Māori at Kōeke 1 could be at any one of Years 0-13, and therefore, bring a whole range of skills not expected of a Year 0-2 learner.

NCEA

There are 2 distinct pathways for NCEA Level 1 for Māori language. Level 1 NCEA for Te Reo Māori (TRM) "sits" at Kōeke 1 of the curriculum and is an attempt to cater for second language learner of Māori, (i.e., those with little to no Māori language at Year 9). Level 1 NCEA for Te Reo Rangatira (TRR) parallels its English counterpart and relates to Kōeke 6 of the curriculum. This pathway caters for learners who have learned / acquired language in Māori medium environments and are, for all intents and purposes, first language speakers of Māori. An obvious implication of this is that mainstream Māori language teachers assessing learners for NCEA Level 1 TRM (i.e., Kōeke 1 of the curriculum), and wanting to access assessment tools through asTTle will not be able to do so as the asTTle tools provide assessments only from Level 2/Kōeke 2 onwards.

The outcome statements for both TRM and TRR are extremely broad. This was a deliberate approach that allows teachers in Māori medium teaching and learning environments a greater degree of autonomy to develop their own internal assessment

activities and/or contribute to the production of external assessments without the restrictions of tighter, more specific outcomes.

Given the breadth of the NCEA outcome statements, it may be useful in the writing of asTTle test items at Level 6 Tuhituhi/Pānui to refer to the assessment activities already developed for Level 1 TRR of NCEA. This will provide an indication of how the assessment activity writers interpreted the outcome statements.

Table 1 illustrates and contrasts the broad and progressive nature of the NCEA achievement standards for Level 1 TRM and TRR in both Pānui and Tuhituhi.

Table 1.

Relationship of NCEA Achievement Grades for TRM and TRR Pānui and Tuhituhi

NCEA Achievement Level 1 Grades	Pānui		Tuhituhi	
	TRM (Kōeke 1)	TRR (Kōeke 6)	TRM (Kōeke 1)	TRR (Kōeke 6)
Paetae (Achievement)	Whakaatu mōhio mai i te tuhinga kua pānuitia	Whakaatu āhuatanga pānui	Tuhituhi he kaupapa	Whakaatu āhuatanga tuhituhi
Kaiaka (Achievement with Merit)	Whakaatu mōhio whānui mai i te tuhinga kua pānuitia	Whakaatu whānui ngā āhuatanga pānui	Tuhituhi whānui he kaupapa	Whakaatu whānui ngā āhuatanga tuhituhi
Kairangi (Achievement with Excellence)	Whakaatu mōhio whānui, hōhonu hoki, mai i te tuhinga kua pānuitia	Whakaatu whānui, hōhonu hoki, ngā āhuatanga pānui	Tuhituhi whānui, tuhituhi hōhonu hoki, he kaupapa	Whakaatu whānui, hōhonu hoki, ngā āhuatanga tuhituhi

Notes.

Whānui – he whānui ngā whakaaro mō te kaupapa

Hōhonu – he hōhonu ngā whakaaro, he whakamahi hoki i te reo mō te kaupapa

Exemplars

The Exemplar project does not reflect the two pathways (TRR and TRM) accommodated by NCEA. The connection between NCEA and Exemplars happens at Exemplar Kōeke 5 which relates only to NCEA TRR Level 1 Tuhituhi. There is no link between the Exemplars and NCEA's TRM assessment programme. Exemplar concept maps for Tuhituhi (Pānui as a strand is not exemplified) are modeled on the English Exemplar Writing concept maps. Both deep and surface features have been described in detail and serve to break down the AOs and skills into micro-level developmental features. Items within the current asTTle map are broad enough to accommodate the more specific features of the maps developed for Tuhituhi Exemplar. It should be noted,

however, that the Exemplar project has taken a somewhat divergent view of writing by incorporating traditional forms of writing alongside the socio-communicative purpose method of classifying writing adopted by asTTle.

asTTle: Extending the Māori literacy framework to Kōeke 5-6

The discussion below is presented with the understanding that a review of the current Māori Literacy Framework will inform the further development of a framework that extends to Levels 5 & 6. Table 2 summarises the AOs and related skills for the Pānui/Tuhituhi strands of the Māori language curriculum statement for Levels 4 – 6 inclusive. Levels 2 and 3 have not been included on the assumption that the AOs and skills within these levels are subsumed in Level 4.

By way of approach, the inclusion of Level 4 in the summary table is deliberate and endeavours to highlight the nature of the movements between Levels 4, 5, and 6 of the curriculum through the active verbs stated in the "Pūkenga/Skills" within each of these strands. "New" verbs (i.e., those verbs not used in the previous level) are highlighted in bold print.

Table 2.
Achievement Objectives by Kōeke for Pānui and Tuhituhi

Kōeke	Pānui	Tuhituhi
4	Whāinga Paetae … mātau ki tāna i pānui ai, … te āta tātari, …. Arotake… Tū mahi / Main verbs used in Pūkenga / Skills *Whakatau wawe, hopu, whakamārama, āta wetewete, whakaputa whakaaro, whakaū āta whakatairite, tīpako* • Read out loud correctly and effectively • Skim, scan, predict • Glean the main ideas / concepts from longer texts • Explain texts and themes • Analyse paragraphs by identifying topic sentences, main ideas and supporting ideas • Offer opinion • Contrast texts, producing evidence to support opinion	Whāinga Paetae Me whai hua, me mārama te tuhi … i ngā momo tuhinga huhua… ngā kaupapa whānui…me hāngai… ki te pūtake me te hunga pānui **Tū mahi / Main verbs used in Pūkenga / Skills** *Tāutu, whakahāngai, whakaputa ā-tuhi, tāpiri anō, āta tīpako, whakamahi, whakatika* • Identify text types • Use language appropriate to text type (Register) • Convey own thoughts (opinion) and support with evidence • Carefully select words and use (effectively) in a variety of ways • Apply own knowledge and skills in grammar, punctuation and spelling to correct (edit) own writing

Table Continued

Kōeke	Pānui	Tuhituhi
5	**Whāinga Paetae** Me tōrino…me tātari anō…ngā marau o te kura… tāutu… waiaro, uara, pūtake o te kaituhi **Tū mahi / Main verbs used in Pūkenga / Skills** *Tāutu, **arotake**, āta tirotiro, whakaatu anō, whakamārama* • Identify a variety of text types Identify attitudes, beliefs, purposes as conveyed by an author • Evaluate texts according to the quality and purpose of the writing • Compare / contrast different text types • Explain language features/characteristics and the effect of these on theme and purpose • **Evaluate** authors' attitudes and the effect of these on the development of writing (style)	**Whāinga Paetae** Me mārama, me whai hua, me whānui… te āta aro anō me pēhea te whakaraupapa tika i ngā kaupapa **Tū mahi / Main verbs used in Pūkenga / Skills** *Whakataki, whakawhanake, whakaoti, whakatakoto kupu, tautoko, whakahāngai, āta tirotiro, **āta tātari**, whakatika, whakapai* • (Appropriately) use the features / characteristics of writing (introduction, development of body, conclusion) regardless of text type • Write clearly and concisely • Support own writing (opinion) with evidence • Adapt language (appropriacy / register) to purpose and audience • **Critically analyse** own writing to improve its quality (surface / deep features)
6	**Whāinga Paetae** Me pānui… kia whai hua ai tana rangahau… **Tū mahi / Main verbs used in Pūkenga / Skills** *Whakatairite, tāutu, whakamārama, whakatutuki, **wetewete**, arotake, whakahāngai* • Compare / contrast critical features (opinion, attitude etc) within different texts • Identify the main ideas / themes from within a variety of texts • Explain texts of varying purposes and audiences • Apply knowledge (of writing) to achieve an intended purpose • **Analyse** conventions of writing and their relationship to context and audience • Evaluate the effect of theme, context and reader in relation to text type • Employ appropriate reading strategies in relation to text type and purpose of reading	**Whāinga Paetae** Me hāngai, me tika te rere… ka kitea tōna auahatanga… i ngā momo tuhinga huhua noa **Tū mahi / Main verbs used in Pūkenga / Skills** *Whakauru atu, tūhonohono, whakaraupapa, whakamahi, whakahāngai, tāutu, **whakaniko**, tīpako* • **Convey** a personal, creative style • Use cohesive devices (**link** and sequence thoughts clearly and logically) that engenders an ease of reading • Effectively adapt / appropriately apply sentence structures in an increasing variety of ways • Identify conventions of writing that can **enhance** text(s) • Select text types appropriate to theme / topic and reader • Logically sequence supporting statements according to the main ideas

Distinguishing the levels

The key verbs central to the skills described at each level are shown in Table 3.

Kōeke	Māori	English
4	Whakatau wawe	predict
	Hopu	glean
	Whakamārama	explain
	Āta wetewete	analyse
	Whakaputa whakaaro	offer opinion
	Whakaū	justify
	Āta whakatairite	compare and contrast
	(āta) Tīpako	select (carefully)
	Tāutu	identify
	Whakahāngai	relate
	Whakaputa –ā-tuhi	produce (in writing)
	Whakamahi	apply
	Whakatika	to correct
5—6	Arotake	Evaluate
	Wetewete	Analyse
	Āta tātari	critically analyse
	Whakauru atu	convey / include
	Tūhonohono	synthesise, join, link, bring
	Whakaniko	together
		enhance

In general, Level 5 Tuhituhi is distinguished from earlier levels by a stronger focus on:
1. Writing clearly for specific purposes
2. Using a planned approach
3. Self correction, editing one's own work
4. A broader range of genre (formal/informal; narrative/poetic/transactional)
5. Greater consideration of the audience and how the text can be modified to enhance the reader's/listener's experience.

Level 6 Tuhituhi includes the aspects for level 5 plus a specific focus on:
1. Creativity and originality in writing
2. Depth of content including clarifying and justifying ideas
3. Breadth of writing
4. Logical organisation of text within and between paragraphs.

In terms of the Pānui strand, the greatest distinction between Levels 4 –5 is in the way the learner is expected to engage with the text. At Level 5 Pānui, learners should be able to evaluate the literary quality of text and examine relationships between language features, purpose and theme. It is further expected that learners will be able to look

beyond the organisational and surface levels of the text and give consideration to the underlying attitudes and beliefs being conveyed by an author.

Level 6 Pānui requires yet a higher skill level with the introduction of analytical skills.

In summary, at Levels 5-6 students will be able to *analyse* what they are reading and *bring* together a range of skills and knowledge about writing and text production that points to a developing sense of personal style and creativity. At these higher levels, whilst a learner's knowledge is expected to broaden, the skills required to manipulate and expand that knowledge narrow and become more refined.

Categories

The Deep Feature categories identified in the current Māori literacy framework apply equally to Levels 5 and 6. The inclusion of Language Knowledge / Mātauranga Reo in the Tuhituhi map is important. Given the way that the curriculum deals with language knowledge and that this is arguably the most significant difference between the English and Māori curriculum statements, this feature needs to be given more attention in the asTTle map. The current balance in the literacy framework does not reflect the balance in the curriculum. The current map treats Language Knowledge in the same way as Structure, Content, and Effectiveness. The curriculum statement signals otherwise. A potential mechanism to address this is the creation of more explicitly focused language knowledge questions that require both identification and application outside the context of extended writing.

Further to the discussion in the previous section, in order to better accommodate levels 5 and 6, it is recommended that the current map be extended to include the assessment of analytical skills. The current Tuhituhi map covers six categories which relate to purposes for writing. Analysis could be considered an equally valid purpose for writing. While analysis involves several of the purposes already identified, it is not adequately captured within any combination of the current range. It is not appropriate to treat Analysis as an additional feature in the next level down, along with Effectiveness, Content, Structure and Language Knowledge. Thus the two versions of a proposed new asTTle curriculum map include a seventh writing purpose 'analysis'. Note that there is similarity in this purpose, to the suggestion in the English writing curriculum map that there be a literary critique essay purpose (asTTle Technical Report #37). Further note that the present asTTle software is able to easily incorporate an additional writing purpose.

In terms of Pānui, this same issue could be dealt with in one of two ways:

The addition of a 5th category called "Evaluation / Analysis." The items within that category would include the skills of synthesizing, critically analysing, examining, explaining, critiquing and evaluating. This approach would be preferable if Evaluation / Analysis is considered to be as significant as Interpretation, Understanding and the other categories positioned within Pānui. Further to this, Evaluation in the current map is presented in conjunction with Interpretation. The addition of Analysis as a separate category would provide the opportunity to link evaluation to analysis, which better represents how evaluation occurs in the curriculum.

The addition of "Analysing and Evaluating text" as a 5th major AO within the existing Interpretation / Evaluation category. This would require some further sub-specification of the overall AO, a process which is normally done within asTTle.

Although Option 1 may be a conceptually preferred approach, the low number of items in this category initially may make a delay to this solution advisable. Further, Option 1 may not be advisable until further study into the existence of this category within Kōeke 2- 4 has been established. Given these considerations, it is recommended for the next version of asTTle that Option 2 be adopted.

These two options, incorporating the Tuhituhi Analyse purpose, are shown in Appendix 1 and 2.

Text selection for development of assessment items

Sourcing a range of appropriate texts in Māori by which test items can be written for both Tuhituhi (stimulus material) and Pānui (range of Fiction and Non-fiction) could be problematic. The problem is two-pronged:
1. It may not be possible to access a range of authentic texts (written or oral) which contain the types and/or range of features needed to support a particular assessment task.
2. For texts that fulfill these requirements, it may be that learners have already worked with them in some detail.

At Level 5, learners should encounter texts which:
- are produced in a format, genre or style which they may not have worked with previously;
- derive from a text that they work with at school – a curriculum based text;
- illustrate a range of genre;
- illustrate a range of linguistic and written features within the same genre;
- display differing qualities and levels of effectiveness;
- convey a particular point of view;
- portray a range of linguistic features specifically chosen to evoke particular responses in the reader;
- demonstrate different ways to deal with a particular topic.

At Level 6, learners should encounter texts which:
- contain a number of different pieces of information and specific details;
- have a main point supported by evidence, examples and justifications;
- utilise a range of linguistic features to enhance, strengthen or support the style of the text, or the point of view being conveyed;
- deal with research topics appropriate for learners of this level;
- have a clear line of argument;
- present varying opinions and theories;
- demonstrate different ways to deal with a particular topic;
- use some less common phrases and grammatical structures;
- contain some low frequency and technical vocabulary;

- provide clear, but detailed descriptions or instructions.

It is advised that asTTle may have to either write or commission the writing of new reading passages to meet its research and development obligations.

Concluding comment

In conclusion, the current Māori literacy framework designed initially for Levels 2-4 across the Tuhituhi and Pānui strands of the Māori language curriculum statement provides a good foundation for the inclusion of Levels 5-6. Nevertheless, there are a number of issues that need to be addressed by asTTle. These are:
- The creation of a new Analyse purpose in Tuhituhi;
- The extension of the Pānui Inference category to include Analyse objectives;
- The creation of novel Pānui passages for assessment at Kōeke 5—6;
- The creation of more Language Knowledge assessment items;
- Liaison with NZQA about achievement standards and materials in Te Reo Rangatira;
- Further consultation with the Exemplar project to establish ways of incorporating traditional Māori writing forms within the present socio-communicative purpose structure of asTTle.

Appendix 1: Extending The Māori Literacy Framework (Option 1)

DEEPER   FEATURES / Āhuatanga Hōhonu

Tuhituhi							Pānui				
Narrate Tuhi Paki	**Recount** Taki	**Instruct** Tohu-tohu	**Describe** Whakaatu	**Explain** Whaka-mārama	**Persuade** Tautohe	**Analyse** Tātari	**Find Information**	**Knowledge**	**Understanding**	**Interpretation**	*Evaluation/ Analysis*
• Effectiveness / Whaihua - style & clarity appropriate for audience and purpose • Content / Kiko - ideas, themes, topics • Structure / Hanganga - coherence, sequencing and organisation • Language knowledge / Mātauranga Reo - notions, functions, vocabulary, grammar							• Identify specific info • Locate/ retrieve info	• Rules of language • Vocabulary	• Identify main themes & ideas • Read for understanding & comprehension • Identify details and supporting facts and ideas • Make straight forward inferences based on text	• Recognise style and purpose • Compare and contrast texts (in and between texts) • Express and justify opinions about text, content and message • Interpret text language, features and purposes	*• Synthesise information from within a text* *• Examine effects of literary features* *• Critique literary qualities* *• Explain complex text*

SURFACE FEATURES
Grammar / Punctuation / Spelling

Appendix 2: Extending The Māori Literacy Framework (Option 2)

DEEPER   FEATURES / Āhuatanga Hōhonu

Tuhituhi									Pānui	
Narrate Tuhi Paki	**Recount** Taki	**Instruct** Tohu-tohu	**Describe** Whakaatu	**Explain** Whaka-mārama	**Persuade** Tautohe	**Analyse** Tātari	**Find Information**	**Knowledge**	**Understanding**	**Interpretation/ Evaluation**

- Effectiveness / Whaihua
- - style & clarity appropriate for audience and purpose
- Content / Kiko
- - ideas, themes, topics
- Structure / Hanganga
- - coherence, sequencing and organisation
- Language knowledge / Mātauranga Reo
- - notions, functions, vocabulary, grammar

Find Information
- Identify specific info
- Locate/ retrieve info

Knowledge
- Rules of language
- Vocabulary

Understanding
- Identify main themes & ideas
- Read for understanding & comprehension
- Identify details and supporting facts and ideas
- Make straight forward inferences based on text

Interpretation/ Evaluation
- Recognise style and purpose
- Compare and contrast texts (in and between texts)
- Express and justify opinions about text, content and message
- Interpret text language, features and purposes
- *Evaluate & analyse literary qualities*

SURFACE FEATURES
Grammar / Punctuation / Spelling