

## Learner self-assessment checklists

- The teacher assessment checklists can be adapted and given to learners so they can assess their own progress
- The way you word each checklist will depend on the age and the proficiency of the learner
- A younger learner at level 1 might have just a few simple 'I can' statements in English; too many things to check at once could be overwhelming
- An older learner at a higher level might have a more sophisticated set of 'I can' statements in either English or in Māori
- Learners could discuss their progress with the various items on the list and fill the checklists in with a partner
- For younger learners you might replace the 1-2-3 rating with a simple tick box, so the learners do not have to do much writing
- Teachers can help young learners by writing down their 'say more' comments for them
- The samples of checklists filled in by learners that are given here show the developing proficiency of learners. Their command of Māori is not complete. They will make errors, and will have a series of questions on their own learning. The teacher can use this information as the basis of a one-to-one interview, and to assist the learner to set appropriate individual goals for future learning. These goals can then be 'recycled' into that individual's assessment checklist at the later date.

I can ... examples for younger learners at level 1 - AO 1.1: greet, farewell, and acknowledge people and respond to greetings and acknowledgements (speaking)

**Kua taea! Saying hello and thank you.**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
1.1	<p>I can say hello to my friend</p> <p>I can say hello to my teacher</p> <p>I can say hello to my two friends</p> <p>I can say hello to all my friends</p> <p>I can say hello to all these people:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>I can say 'tēnā koe'</p> <p>I can say 'tēnā kōrua'</p> <p>I can say 'tēnā koutou'</p> <p>When someone says 'kia ora' to me, I can say it back.</p> <p>I know how to say thank you.</p> <p>I have said thank you to:</p> <p>.....</p> <p>.....</p> <p>.....</p>		

I can ... examples for younger learners at level 1 - AO 1.1: greet, farewell, and acknowledge people and respond to greetings and acknowledgements (speaking)

**Kua taea! Saying goodbye**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
1.1	<p>I can say goodbye to my friend</p> <p>I can say goodbye to my teacher</p> <p>I can say goodbye to all these people:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>I can say 'haere rā'</p> <p>I know when to say 'haere rā'</p> <p>I can say 'e noho rā'</p> <p>I know when to say 'e noho rā'</p> <p>When I am going, someone says 'Haere rā,' to me and I say 'E noho rā,' back.</p> <p>When my friend is going, I say 'Haere rā', and he or she says 'E noho rā' to me.</p> <p>I can say 'hei konei rā'.</p> <p>I know when to say 'hei konei rā'</p>		

I can ... examples for younger learners at level 1 - AO 1.1: sample filled in (speaking)

**Kua taea! Saying hello and thank you**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
1.1	<p>I can say hello to my friend</p> <p>I can say hello to my teacher</p> <p>I can say hello to my two friends</p> <p>I can say hello to all my friends</p> <p>I can say hello to all these people:</p> <p>..... Māmā.....</p> <p>.....Pāpā .....</p> <p>.....Whaea Tui..</p> <p>.....</p> <p>I can say 'tēnā koe'</p> <p>I can say 'tēnā kōrua'</p> <p>I can say 'tēnā koutou'</p> <p>When someone says 'kia ora' to me, I can say it back.</p> <p>I know how to say thank you.</p> <p>I have said thank you to:</p> <p>.....my mother.....</p> <p>.....my kaiako.....</p>	<p>1</p> <p>1</p> <p>3</p> <p>1</p> <p></p> <p></p> <p>1</p> <p>3</p> <p>2</p> <p></p> <p>1</p> <p>1</p> <p></p> <p></p>	<p>I want to learn how to say hello to my nana and poppa.</p> <p>What is the word for sister?</p> <p>Kia ora is hello and thank you.</p>

I can ... examples for younger learners at level 1 - AO 1.1: sample filled in (speaking)

**Kua taea! Saying goodbye**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
1.1	<p>I can say goodbye to my friend</p> <p>I can say goodbye to my teacher</p> <p>I can say goodbye to all these people: ..Māmā..... ..Moana.....</p> <p>I can say 'haere rā'</p> <p>I know when to say 'haere rā'</p> <p>I can say 'e noho rā'</p> <p>I know when to say 'e noho rā'</p> <p>When I am going, someone says 'Haere rā,' to me and I say 'E noho rā,' back.</p> <p>When my friend is going, I say 'Haere rā', and he or she says 'E noho rā' to me.</p> <p>I can say 'hei konei rā'.</p> <p>I know when to say 'hei konei rā'</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p>	<p>My aunty says 'Ka kite' when she goes away.</p>

I can ... examples for younger learners at level 1 - Writing

**Kua taea!**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
	<p>I can write the letters of the alphabet:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>I can write letters with macrons</p> <p>.....</p> <p>I can write my name</p> <p>.....</p> <p>I can write the date on my own</p> <p>.....</p> <p>I can copy the date from the board</p> <p>.....</p> <p>When my teacher says a number I can write it down</p>		

I can ... examples for younger learners at level 1 – Writing - Sample filled in

**Kua taea!**

Level 1	Name: Date:	1 = Easy for me 2 = Hard for me 3 = Can't yet	Say more
	I can write the letters of the alphabet I can write letters with macrons ..... I can write my name ..... I can write the date on my own ..... I can copy the date from the board ..... When my teacher says a number I can write it down	1  2  1  2  1  2	I like the arapū song. It helps me remember the letters.  I get the line too high up from the letter.  I like writing my friend's name too. Ko Pita ia. Ko Pita taku hoa.  I like writing the date on my work.  I can listen and write 1, 2, 3, 4, 5, 6. I don't know how to write all the words yet.

I can ... examples for older learners at level 5 – checklist in English, with sample responses

**Kua taea!**

Rating 1 = I can do this comfortably and well  
 Rating 2 = This is still difficult for me at times  
 Rating 3 = I am not able to do this yet

LEVEL 5	Name: Date:	Rating 1 / 2 / 3	Say more about my language learning:
5.1 communicate about past activities and events	I can communicate about things I have done (past activities)	2	<p>I feel comfortable talking to my friends about what we have been up to, but I am nervous when I have to talk to the teacher.</p> <p>I want to learn a Māori word for nervous. I have found <i>āmaimai</i> and <i>taiatea</i> in the dictionary, but I don't know if one is better than the other for what I want to say. I'll have to ask the teacher. I'll also watch out for them when I am reading and listening, and I have put them in my vocab notebook.</p> <p>I find talking easier than writing, because I can't see my errors when I'm writing. But I do like having more time to think about the words and so on when I'm writing.</p> <p>I don't really understand how to say what I want to in depth. I think what I say and write now is a bit childish. I want to learn how to express my ideas more fully. But how do I go about this?</p> <p>I want to learn how to write invitations because I want to send out written invites in Māori</p>
	I can communicate about what others have done	2	
	I can communicate about events I have participated in	2	
	I can communicate about events I was not involved in	2	



			<p>for my birthday party in September.</p> <p>Not very sure about the difference between <i>i</i> and <i>kua</i>. It's easy for me to use a past time phrase and then just use <i>ka</i>.</p>
--	--	--	---

I can ... examples for older learners at level 5 – checklist in English

**Kua taea!**

LEVEL 5	Name: Date:	Rating 1 / 2 / 3	Say more about my language learning:
<p><b>Tuhituhi – Writing</b> By the end of level 5, learners can:</p> <ul style="list-style-type: none"> <li>• use resources such as dictionaries and glossaries to experiment with new language and review writing for accuracy;</li> <li>• write information on familiar topics in a range of contexts, past and present;</li> <li>• use appropriate writing conventions;</li> <li>• write a range of text types, for a range of purposes and audiences.</li> </ul>	<p>I can use resources to experiment with new language A resource I find useful for this is .....</p> <p>I can use resources to review writing for accuracy A resource I find useful to check my accuracy is: .....</p> <p>I can write information on familiar topics in a range of contexts in the past Topics and contexts I have written about in past time: ..... .....</p> <p>I can write information on familiar topics in a range of contexts in the present Topics and contexts I have written about in present time: ..... ..... .....</p> <p>I can use appropriate writing conventions I can write an expository text I have written expository texts about: ..... .....</p> <p>I can write a recount text I have written recount texts about: ..... .....</p> <p>I can write a narrative text</p>		

	I have written expository texts about: ..... .....		
--	--	--	--

I can ... examples for older learners at level 5 – checklist in Māori.

**Kua taea!**

Whakatutukitanga 1 = pai, kua mau i a au

Whakatutukitanga 2 = āhua pai, e uaua ana tonu i ētahi wā

Whakatutukitanga 3 = kāore anō kia taea tēnei mahi e au

LEVEL 5	Ingoa:  Rā:	Whaka- tutukita nga 1 / 2 / 3	He kōrero anō mō taku ako i te reo Kua taea e au te ... Kāore anō kia taea e au te ... Kei te hiahia au ki te ako ki te / i te ...
5.1	<p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua mahia e au</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua mahia e ētahi atu</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua tūpono mai ki a au me ngā hui kua tae atu au</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua tūpono mai ki ētahi atu</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua mahia e au</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua mahia e ētahi atu</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua tūpono mai ki a au me ngā hui kua tae atu au</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua tūpono mai ki ētahi atu</p>		

I can ... examples for older learners at level 5 – checklist in Māori. Sample responses from a student.

## Kua taea!

LEVEL 5	Ingoa:  Rā:	Whaka- tutukita nga 1 / 2 / 3	He kōrero anō mō taku ako i te reo Kua taea e au te ... Kāore anō kia taea e au te ... Kei te hiahia au ki te ako ki te / i te ...
5.1	<p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua mahia e au</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua mahia e ētahi atu</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua tūpono mai ki a au me ngā hui kua tae atu au</p> <p>Kua taea e au te <b>kōrero</b> mō ngā āhuatanga kua tūpono mai ki ētahi atu</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua mahia e au</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua mahia e ētahi atu</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua tūpono mai ki a au me ngā hui kua tae atu au</p> <p>Kua taea e au te <b>tuhituhi</b> mō ngā āhuatanga kua tūpono mai ki ētahi atu</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>He pai noa te kōrero i aku hoa mō ā mātou mahi, engari kei te āhua 'nervous' ki te kōrero atu ki te kaiako.</p> <p>Ki te hiahia au kite ako i te kupu mō 'nervous'. Me pātai atu au ki te kaiako mō te kupu tika. I roto i te papakupu, ko ēnei: taiatea, āmāimai.</p> <p>He māmā ake te kōrero i te tuhituhi. I a au e tuhituhi ana kāore au i te tino kite i aku hē. Engari he pai kia whai wā ki te whakaaro mō ngā kupu kei te tuhia.</p> <p>Kāore anō au i te tino mārāma me pēhea te whakaputa i te hohonutanga o aku whakaaro. Ki a au nei, kei te āhua tamariki tonu ngā whakaaro ka taea e au te whakaputa i te reo Māori. Kei te hiahia au ki te whakarangatira i aku kōrero me aku tuhituhinga. Engari, me pēhea?</p> <p>Kei te hiahia au ki te ako ki te tuhi i ngā pānui pōwhiri nā te mea ka tuku atu i ngā pōwhiri ki taku huritau a te marama o Mahuru.</p>