## Samoan Phase 2 Survey – Raw Feedback

**Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The materials are ready for piloting | **0** | **0.00%** |
| The materials need small amendments before piloting | **1** | **0.11%** |
| The materials need significant amendments before piloting | **0** | **0.00%** |
| The materials are unsuitable for piloting | **0** | **0.00%** |
| Not Answered | **950** | **99.89%** |

**Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?**

|  |  |
| --- | --- |
| ANON-767U-41CB-3 | Instructions in Gagana Samoa |

**Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards? (Do they show how a course could be taught across a year in the subject? Remember these can be adapted to your own context.)**

[no responses]

**Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?**

[no responses]

**Do you have any further feedback on the Course Outline(s)?**

[no responses]

**Is this Achievement Standard [1.1] ready for piloting?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The standard is ready for piloting | **2** | **0.21%** |
| The standard needs small amendments before piloting | **0** | **0.00%** |
| The standard needs significant amendments before piloting | **0** | **0.00%** |
| The standard is unsuitable for piloting | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The criteria are clear | **2** | **0.21%** |
| The criteria need some clarification | **0** | **0.00%** |
| The criteria need significant clarification | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| Guidance is sufficient and clear | **2** | **0.21%** |
| Further detail is needed in the guidance | **0** | **0.00%** |
| Guidance is unclear | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Could the Internal Assessment Activities for AS1.1 be used or adapted in your local context?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| I could use or adapt all 3 activities | **1** | **0.11%** |
| I could use or adapt 1 or 2 activities | **1** | **0.11%** |
| I could not use or adapt any of these activities | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| All 3 activities do this | **0** | **0.00%** |
| 1 or 2 of the activities do this | **2** | **0.21%** |
| None of the activities do this | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Do the Internal Assessment Activities for AS1.1 support the engagement, access, understanding and participation of all learners?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| All 3 activities do this | **2** | **0.21%** |
| 1 or 2 of the activities do this | **0** | **0.00%** |
| None of the activities do this | **0** | **0.00%** |
| Not Answered | **949** | **99.79%** |

**Do you have any further feedback on [achievement standard 1.1] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

|  |  |
| --- | --- |
| ANON-767U-41WT-9 | no |
| ANON-767U-41T4-6 | All good! thanks |

**Is this Achievement Standard [1.2] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Could the Internal Assessment Activities for AS1.2 be used or adapted in your local context?**

[no responses]

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

[no responses]

**Do the Internal Assessment Activities for AS1.2 support the engagement, access, understanding and participation of all learners?**

[no responses]

**Do you have any further feedback on [achievement standard 1.2] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Is this Achievement Standard [1.3] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Do you have any further feedback on [achievement standard 1.3] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Is this Achievement Standard [1.4] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Do you have any further feedback on [achievement standard 1.4] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| Yes | **0** | **0.00%** |
| Some gaps | **1** | **0.11%** |
| Large gaps | **0** | **0.00%** |
| They cover the wrong knowledge and/or skills | **0** | **0.00%** |
| Not Answered | **950** | **99.89%** |

**Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply) (Do the Standards value mātauranga Māori? Do they place the learner at the centre?)**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| All standards do this | **1** | **0.11%** |
| 1.1 does this | **0** | **0.00%** |
| 1.2 does this | **0** | **0.00%** |
| 1.3 does this | **0** | **0.00%** |
| 1.4 does this | **0** | **0.00%** |
| None of the standards do this | **0** | **0.00%** |
| Not Answered | **950** | **99.89%** |

**Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| Yes | **1** | **0.11%** |
| They are too challenging | **0** | **0.00%** |
| They are not challenging enough | **0** | **0.00%** |
| They are a mix of too challenging and too easy | **0** | **0.00%** |
| Not Answered | **950** | **99.89%** |

**Do you have any further feedback on the Achievement Standards? If you noted that there is important knowledge and/or skills missing, please detail that here.**

|  |  |
| --- | --- |
| ANON-767U-4EH8-J | The timeframe change is challenging of reaching externals at the end of Term 3. (we are also conscious of fitting derived grade exams into Term 3). Why is there no reading assessment. Students can potentially complete all assessments without ever speaking or if they choose ever writing in the target language. A written interaction assessment raises many questions authenticity, how to assess a number of students when the teacher has to witness each one. Not being assessed in speaking ability misses the point of learning the language with speaking to others. What is the rationale of moving the 1.3 external to term 3. Students may not have met level 6 by the end of Term 3. This is approximately 24 hours less teaching/learning time as opposed to a term 4 external. Will there still be derived grade exams? If the teacher is expected to mark this, does this mean it also has to be moderated to ensure equality across the schools. |

**What do you think of the proposal to change the title of Samoan?**

[no responses]