

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Te Reo Māori Level 2**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Te Reo Māori Level 2

Product	What's changed?
Conditions of Assessment	Updated to include GenAI guidance and strengthen guidance for assessment.
AS2.2 91285 Internal Assessment Activity	Updated to include GenAI guidance and strengthen guidance for assessment.
AS2.5 91288 Internal Assessment Activity	Updated to include GenAI guidance and strengthen guidance for assessment.

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National Certificate of Educational Achievement TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

NCEA Level 2 Te Reo Māori

Conditions of Assessment

General Information

Subject Reference	Reo Māori
Domain	Reo Māori
Level	2

Conditions of Assessment

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	91284 Te Reo Māori 2.1
Title	Whakarongo kia mōhio ki te reo o te ao torotoro
Number of Credits	4
Version	3

This achievement standard involves listening to, and demonstrating understanding of, spoken te reo Māori from different contexts and for different purposes.

This achievement standard involves demonstrating understanding of a variety of spoken te reo Māori from a range of contexts from the explorative world.

Curriculum Level

Tasks should be closely aligned with the whakarongo achievement objectives of Level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate understanding of language in range of different contexts and using different text types.

At NCEA Level 2 contexts should reflect te ao torotoro and could focus on matters related to issues/topics of personal and community interest. Students are expected to demonstrate that they can understand the different ideas and perspectives they hear. The language of the listening texts should be at curriculum level 7 with a link to a L7 achievement objective.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov)

Listening proficiency involves the ability to:

- comprehend (understand) the vocabulary and grammar
- listen for intent and the purpose of the listening text
- understand the main ideas and specific information
- identify more subtle or complex details
- infer meaning or draw conclusions with explanations
- process information and respond giving only relevant detail
- justify responses with detail and or explanation drawn (directly or indirectly) from the text.

Good Assessment Practice

Tasks should provide opportunities for students to demonstrate understanding of language across a range of contexts and for a range of purposes and enable achievement at all grades.

Students should be assessed on spoken language that they have encountered as part of the teaching and learning programme. Listening is a skill that develops over the year and so the best evidence will be collected in the second half of the year.

Feedback and Feed Forward

Throughout the year, give students clear information about the criteria for success in each of their learning tasks and give them specific feedback as they learn, to ensure they clearly understand the criteria and how to meet them.

Feedback and feed forward should focus on what is needed to achieve the standard. Formative feedback may be provided after each individual task. The teacher can feed forward as to what would be needed to reach a grade by referring to the assessment criteria and to exemplar models.

Evidence of at least two listening tasks should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. The final selection is considered as a whole for grade allocation.

As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. Demonstrating a comprehensive understanding may involve expanding on relevant information, ideas and opinions with supporting detail; justifying a response or showing understanding of the implied meanings or conclusions within the listening text.

Authenticity

TKI and Youth Guarantee assessment resources should not be used without significant re-contextualisation as the scripts and indicative responses are available on-line.

For Moderation

The complete assessment resource is required for moderation. This includes:

- listening texts/passages – either transcripts, recordings or URL for each task
- assessment schedule – fully developed with the expected student responses for each level of achievement.
- student evidence for two listening tasks

Subject Reference	Reo Māori
Domain	Kōrero
Level	2

Achievement Standard Number	91285 Te Reo Māori 2.2
Title	Kōrero kia whakamahi i te reo o te ao torotoro
Number of Credits	6
Version	3

This achievement standard involves speaking in te reo Māori in a range of contexts and for a variety of purposes from the explorative world.

Curriculum Level

Tasks should be closely aligned with the kōrero achievement objectives of Level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate spoken language in range of different contexts and for different purposes. Examples of different purposes include speaking to inform, persuade, or entertain.

At NCEA Level 2, contexts should reflect *te ao torotoro* and could focus on matters relating to issues/topics of personal and community interest. Students are expected to demonstrate that they can explore different ideas and perspectives and give informed opinions. Informed opinions are opinions supported by explanations or evidence. Students are expected to use language up to and including curriculum 7 with a link to a L7 achievement objective.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov)

Good Assessment Practice

Teachers should ensure students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to students own speaking.

The collection of speaking evidence should not be treated as short discrete assessment events. Instead, programme design should ensure that a student's speaking skills are developed over the year.

Spreading the speaking programme over an extended period is essential. This approach may involve recording snippets of speaking evidence, then developing those snippets into more extended pieces of speaking evidence later in the programme when speaking skills have developed further.

Sufficiency of Evidence

Evidence of at least two pieces of speaking should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level.

Four minutes is the suggested guideline across the speaking evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. Overall judgement will come from a holistic evaluation of the quality of the speaking evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Where a presentation or interaction is made by a group, each person will be assessed individually.

Collection of Evidence

Evidence must be visually recorded and stored for moderation purposes following current NZQA procedures. Recordings should be carefully produced to ensure quality sound and picture. If possible, the whole body should be filmed as it allows facial and body language to be observed. Evidence must be recorded continuously without breaks or the editing of content that may compromise the integrity of the performance.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification using their own words.

Traditional oratory aspects

Recited items such as karakia, or traditional oratory aspects such as tauparapara and pepehā, while an integral part of an oratory performance, are not suitable on their own for assessment purposes. The assessed speaking time begins once karakia or mihimihi aspects are completed.

Prompts

Communication is the focus of the assessment. Presentation tasks may be supported by prepared notes/cue cards, but these cannot be read verbatim/in

its entirety. Visual clues such as a picture or images can be used as a prompt. Aids to memory such as those suggested above should enhance and not detract from the presentation. A reading performance will not meet the standard.

Interactions should allow natural communication. There is a level of spontaneity not apparent in oral presentations. A written script or cue cards may not be used. Authentic context material suitable to the task, for example, a shopping list or map can be used but the student may not read from it.

Feedback and Feed Forward

Teachers may provide suitable feedback and feed forward during the preparation phase of speaking tasks. This may be on the written or oral aspects of the presentation. Feedback should not compromise authenticity but may include suggestions about areas where further development is needed.

Teacher feedback and feed forward on students' drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. Feedback should not involve the written or verbal correction of individual errors. More than one opportunity for feedback could compromise authenticity.

Teacher feedback and feed forward after listening to interactions may improve students understanding of the criteria for future interactions and support the natural interactions of students.

Subject Reference	Reo Māori
Domain	Tuhituhi
Level	2

Achievement Standard Number	Te Reo Māori 2.5
Title	Waihanga tuhinga auaha, i te reo o te ao torotoro
Number of Credits	6
Version	3

General Guidelines

This achievement standard involves crafting text in te reo Māori using a range of contexts and text types from the explorative world.

Curriculum Level

Tasks should be closely aligned with the tuhituhi achievement objectives of Level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13.

At NCEA Level 2 contexts should reflect *te ao torotoro* and could focus on matters relating to issues/topics of personal and community interest. Students are expected to demonstrate that they can explore different ideas and perspectives, and give informed opinions. Informed opinions are opinions supported by explanations or evidence. Students are expected to use language up to and including curriculum 7 with a link to a L7 achievement objective.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov)

Assessment Opportunities

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft writing.

Tasks should provide opportunities for students to demonstrate language in range of different contexts and using different text types. Examples of text types include reviews, narratives, letters, persuasive texts, explanations (about why and how things happen), and recounting past events.

Teachers may guide students through the writing process and ensure that students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to the students' own writing.

Writing should not be treated as short discrete assessment events. Instead, programme design should ensure that a student's writing is developed over the year, and then their best writing is submitted for summative assessment.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then 'parking' this writing to be revisited later when writing skills have developed further. Writing may be parked at any stage of the planning, drafting, revising, editing and proof-reading process.

The expectation is that the planning/brainstorming can be in either language but at least one revision draft needs to be in te reo Māori. This revision draft will show the crafting/editing undertaken by the student prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar
- checking and correcting punctuation (such as, capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation, and/or examples.

Sufficiency

Evidence of at least two pieces of crafted text in te reo Māori should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures the assessor has sufficient evidence to attest that a student is working at the specified level. Selection of the evidence for summative assessment should be made by the student in consultation with the teacher.

450 words is the suggested guideline across the written evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. The finished texts may be presented in electronic form or handwritten.

The final selection is considered as a whole for grade allocation. Overall judgement will come from a holistic evaluation of the quality of the written evidence showing the student is working at a level 'consciously and reasonably' rather than 'accidentally and occasionally'.

To ensure authenticity, the planning and drafts must be handed in with the final submission. This will mean that if there is an issue with authenticity, the process undertaken by the student can be checked.

Feedback and Feed Forward

As students develop their final drafts, the role of the teacher is to support the student to recognise and correct their own mistakes. They may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing.

Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing.

Teacher feedback and feed forward on students' drafts should be holistic to ensure the final product remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Authenticity

Teachers must develop strategies to ensure student work is authentic in line with school policy.

Regular discussions and checkpoints can be used to ensure that students are making appropriate progress and that the evidence presented for assessment is authentic.

Resources used to support drafting may include search engines, word lists, grammar texts and dictionaries.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification, using their own words
- include all sources consulted in a bibliography.

For Moderation

All student work, including plans, drafts and final pieces of text are required to be submitted for assessment and moderation purposes. The finished texts may be presented in electronic form or handwritten.



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Internal Assessment Resource

Te Reo Māori Level 2

This resource supports assessment against Achievement Standard 91285 version 3

Standard title: Kōrero kia whakamahi i te reo o te ao torotoro

Credits: 6

Resource title: 'He kete kōrero'

Resource reference: Te Reo Māori 2.2A v4

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

October 2025 Version 4

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard: 91285

Standard title: Kōrero kia whakamahi i te reo o te ao torotoro

Credits: 6

Resource title: 'He kete kōrero'

Resource reference: Te Reo Māori 2.2A v4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires the recording of evidence of a student's speaking in te reo Māori from a range of contexts and for a variety of purposes. Students will be assessed on how confidently they can speak on a range of topics from the exploratory world.

At this level, contexts should reflect *te ao torotoro* and could focus on students' local communities, for example, their school, sporting, or marae communities. Students are expected to demonstrate that they can explore different ideas and perspectives and give informed opinions.

Examples of different purposes include speaking to inform, persuade, or entertain.

Conditions

The total length of student speaking across the two samples should be a minimum of four minutes.

Preparation may take place during class time and at home.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be used to produce the transcript for speaking evidence used for this assessment.

Students should have the opportunity to receive feedback, edit, and revise their speaking samples before final recording for submission.

You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students' work.

You cannot give detailed written or verbal feedback about individual errors that occur throughout the sample of speaking.

You can make use of peer feedback as part of the formative process.

You will need to consider all the speaking evidence a student submits in order to make a holistic judgement about their grade.

Recordings must be audiovisual.

A system needs to be devised for the collection and digital storage of speaking evidence.

Resource requirements

Video recording devices.

Computer / data projector if required.

Dictionaries.

Language texts or grammar reference books.

Additional information

The activities can be modified to meet the interests of students and their communities.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov)

Internal Assessment Resource**Achievement Standard:** 91285**Standard title:** Kōrero kia whakamahi i te reo o te ao torotoro**Credits:** 6**Resource title:** 'He kete kōrero'**Resource reference:** Te Reo Māori 2.2A v4

Student instructions

Introduction

Tēnā koe e te ākonga

This assessment activity requires you to show evidence of you speaking in te reo Māori in a range of contexts and for a variety of purposes, and to submit two pieces for assessment.

These will be recorded for assessment and moderation purposes.

You are going to be assessed on how confidently you speak in te reo Māori on a range of topics from the world you are exploring. Your speaking evidence should demonstrate that you can explore different ideas and perspectives and give informed opinions.

Your evidence will add up to a combined total of at least four minutes across the two examples.

The work you submit must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be used to produce the transcript for speaking evidence used for this assessment.

Your teacher will give you regular feedback and feed-forward to support your learning. There may also be the opportunity for peer feedback.

Collection of speaking evidence will take place throughout the year.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Insert final submission date here

Task

Choose TWO of the following speaking activities to complete:

Review

Review a new product you have purchased or tried (e.g. a new phone, a selfie stick, a new food product). Include your own opinions and the experiences of others in your review.

OR

As part of your course work, you have to be asked to attend an exhibition, show, film, or performance and give a review to your class. You might discuss what the event was, the reasons you attended, summarise the main points and give your personal opinion on the strengths and/or weaknesses of the event.

Persuasive speaking

Think about a new club or group you would like to start in your school. Prepare a presentation for assembly. The purpose of your presentation is to give information about your new club or group and to persuade people to join.

OR

The new Principal at your school wants all students to learn Latin as a compulsory language. You have been selected to speak on behalf of the students at a whānau hui to convince the Principal that all students should learn te reo Māori as a compulsory subject. Make sure you voice the opinion of your peers, responding to the information and facts presented by the Principal.

My place is best!

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend, and justify your choice.

You could debate, for example:

- the physical attractions of your rival places
- their leisure and/or cultural amenities
- lifestyle factors
- opportunities
- how your choice of place reflects your personality or values.

Recount

Imagine you are a real or imagined character in history involved in a conflict or debate. Explain your views and how they differ from the views of another/others.

Choosing to go overseas

You and a friend are thinking about going to live in a different country for a period of time. At present, both of you are undecided about which country to select. With a partner, discuss what you have heard (or read) about different countries. You could

include some of the following in your discussion: schooling (including comparisons with the New Zealand system)

- getting around by public transport
- food and meals
- opportunities for sporting interests
- how people use their leisure time
- things to do and see
- important cultural differences to be aware of.

Hauora

Talk about a community health issue

You could, for example, discuss:

- the causes and effects of a health issue you are concerned about
- what improvements would you like to see
- how those improvements might be made

An important decision

You and your friend are having a discussion about one of you wanting to leave school part-way through the year. Discuss the pros and cons of this decision.

Teacher note: These topics can be adapted to align with your teaching programme as long as they meet the Achievement Objectives of curriculum level 7.

You will be assessed on the quality of your speaking, which includes the way you:

- use language to communicate information, ideas and express and justify opinions
- connect and develop your ideas using explanations, relevant details and examples in a deliberate/well-planned way, effectively use language features appropriate to the task
- speak clearly and audibly using natural pronunciation, stress, rhythm, and intonation
- speak confidently without significant pauses
- use some appropriate body language such as eye contact, gestures, movement, or intonation to make your speaking interesting
- use language with accuracy.

Resources

Video recording devices.

Computer/data projector if required.

Assessment schedule: Te Reo Māori 91285 - 'He kete kōrero'

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Kōrero kia whakamahi i te reo o te ao torotoro. The student uses te reo Māori to speak on a range of topics from the exploratory world by: - providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes - speaking for a minimum of four minutes across the two examples in audible and understandable language - expressing ideas/information/opinion relevant to the task using some language features such as imagery, comparisons, kīwaha, or whakataukī relevant to the task - using some appropriate body language such as actions, gestures, movements and intonation to enhance speaking - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience. Despite inconsistencies, the student is generally successful in communicating information and expressing ideas and opinions. For example, the student writes for the presentation: <i>Ko Rarotonga tētahi wāhi pai hei wāhi whakatā. He aha ai? He nui ngā take. Ko tētahi take, kei reira te oneone ataāhua. E ai ki te ipurangi he mahana i ngā wā katoa.</i> <i>The examples above are indicative samples only.</i>	Kōrero kia whai kiko i te reo o te ao torotoro. The student uses te reo Māori to speak convincingly on a range of topics from the exploratory world by: - providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes - speaking for a minimum of four minutes across the two examples, in audible and understandable language - showing development of the information and ideas included, giving examples and explanations, and justifying opinions - deliberately using language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task - using body language such as actions, gestures, movements and intonation to enhance speaking - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience. The student communicates their ideas, using a range of language that is fit for purpose and intended audience. Inconsistencies do not significantly interfere with the meaning or the interaction. For example, the student writes for the presentation: <i>Ahakoā kāore anō ahau kia tae atu ki tēnei wāhi. Ko Rarotonga te wāhi whakatā o ōku moemoeā. Kua tae atu tōku tino hoa ki reira i tērā raumati. Ki a ia ko to oneone o Muri te wāhi ataāhua rawa atu o te ao.</i> <i>The examples above are indicative samples only.</i>	Kōrero kia whai hua i te reo o te ao torotoro. The student uses te reo Māori to speak confidently on a range of topics from the exploratory world by: - providing a minimum of two examples of speaking in te reo Māori from a range of different contexts and for different purposes - speaking for a minimum of four minutes across the two examples - speaking for a minimum of four minutes across the speaking evidence in a way that captures and holds the attention of the audience - showing development of the information, ideas and opinions that is controlled, integrated and sustained - skilfully selecting from, and effectively using a range of language and language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task - effectively using body language such as actions, gestures, movements and intonation to enhance the speaking - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience. Despite minor inconsistencies, the learner successfully communicates their ideas, using a range of language that is consistently fit for purpose and audience. For example, the student writes for the presentation: <i>Ki ahau nei e kore au e whakaae ki tau whakaaro. He nui ngā wāhi whakamīharo i Aotearoa nei. Ki tōku titiro ko tēnei te wāhi rawe rawa atu ki te whakatā. E</i>

		<i>hia kē ngā wāhi, engari ko tōku tino wāhi ko te tāone o Rotorua.</i> <i>The examples above are indicative samples only.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning



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Internal Assessment Resource

Te Reo Māori Level 2

This resource supports assessment against Achievement Standard 91288 version 3

Standard title: Waihanga tuhinga auaha, i te reo o te ao torotoro

Credits: 6

Resource title: Koi te hinengaro

Resource reference: Te Reo Māori 2.5A v4

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

October 2025 Version 4

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91288

Standard title: Waihanga tuhinga auaha, i te reo te ao torotoro

Credits: 6

Resource title: 'Koi te hinengaro'

Resource reference: Te Reo Māori 2.5A v4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to produce at least two crafted texts in te reo Māori from different contexts and using different text types. Students will be assessed on how effectively they can craft writing on a range of topics from the exploratory world.

At this level, contexts should reflect *te ao torotoro* and could focus on students' local communities, for example, their school, sporting, or marae communities. Students are expected to demonstrate that they can explore different ideas and perspectives and give informed opinions.

Examples of text type include reviews, narratives, letters, persuasive texts, explanations (about why and how things happen), biographies, and recounting past events.

Students need to be familiar with using dictionaries and other resources, reviewing their writing for accuracy and using appropriate writing conventions such as paragraphing and punctuation.

Conditions

Across the two pieces of writing there should be a minimum of 450 words.

The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date.

Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time.

Students can be guided through the writing process of planning, drafting, revising, editing and proofreading.

Students need to have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. You can validly make suggestions about areas where further development is needed but constructive

feedback should not compromise the authenticity of students' work. You could also make use of peer review as part of the formative process.

The expectation is that the planning/brainstorming can be in either language, but at least one revision draft needs to be in te reo Māori. This revision draft will show the crafting/editing undertaken by the student prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar
- checking and correcting punctuation (capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation, and/or examples.

It is expected that most of the writing students complete will be done during class time.

You will need to schedule checkpoints during the year to ensure the authenticity of student work. Drafts should be regularly emailed, stored and/or printed by you to document the process.

All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes. This will mean that if there is an issue with authenticity, the process undertaken by the student can be checked.

Finished pieces of writing may be handwritten or word processed.

You will need to consider all of the writing a student submits before making a holistic judgement about their grade. Do not assess each piece separately; rather consider it in terms of how it contributes to the final grade.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, through manila folders, document wallets, clear files or the use of digital formats such as Google docs.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, textbooks, or class notes.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be submitted as part of the student's work.

Additional information

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov.nz/)

Internal Assessment Resource

Achievement standard: 91288

Standard title: Waihanga tuhinga auaha, i te reo te ao torotoro

Credits: 6

Resource title: 'Koi te hinengaro'

Resource reference: Te Reo Māori 2.5A v4

Student instructions

Introduction

Tēnā koe e te ākonga

This assessment activity requires you to produce two crafted texts in te reo Māori from different contexts and using different text types.

You are going to be assessed on how effectively you can craft writing on a range of topics from the world you are exploring. Your writing should demonstrate that you can explore different ideas and perspectives and give informed opinions.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt to allow you to achieve success in this standard.

Task

Your two pieces of writing will add up to a combined total of at least 450 words.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.

You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes, dictionaries, textbooks, or class notes.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be submitted as part of your work.

- Do not copy from another person or source without appropriate acknowledgement and significant modification, using your own words.
- All sources consulted should be included in a bibliography.

The expectation is that the planning/brainstorming can be in either language, but at least one revision draft needs to be in te reo Māori. This revision draft will show your crafting/editing process prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar

- checking and correcting punctuation (capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation and or examples.

Ensure your writing shows that you can:

- explore different ideas and perspectives
- express opinions and provide explanations or evidence to support or challenge the ideas of others.

Your teacher will give you regular feedback and feed forward to support your learning. There may also be opportunity for peer/class discussions to review or plan your writing.

Teacher note: Insert the final date for submission here

Choose TWO of the following writing activities to complete:

Review

Review a short story, novel, movie or television programme. Remember to include your own opinions/perspectives and why or how it might appeal to other people.

Creative Writing

Imagine you are the main character in a historical or mythical event. Write about your experiences.

Editorial

Discuss the popularity of social networking and its effects. Include both the advantages and disadvantages of social network sites.

Formal letter

Write to your school principal suggesting a change to a school policy that you feel is needed. Outline the reasons for your suggestion. Identify the sorts of objections the principal might have to your idea, and different ways to counter them.

Justify an argument

Make the case for and against this statement. 'All people who live in New Zealand should learn te reo Māori'. Present both sides of the argument and conclude with your own opinion.

Magazine article

Write a magazine article discussing an issue affecting your local community. Include opinions about the cause/s of the issue and offer some suggestions about how the issue might be resolved.

Teacher note: These topics can be adapted to align with your teaching programme as long as they meet the Achievement objectives of level 7.

You will be assessed on the quality of your writing, which includes the way you:

- use language to communicate information, ideas and opinions effectively
- express and justify opinions
- use formatting and style appropriate to the text type
- use language appropriate to the task and intended audience
- use language effectively to hold the attention of the reader
- ensure that there is a clear sequence in the ideas expressed or information conveyed in the writing
- develop and connect ideas, information and opinions by giving explanations and/or examples where appropriate, and/or make comparisons to illustrate points
- write language that is easily understood with very few errors
- communicate with correct grammar structures and accurate spelling.

Resources

Classroom notes.

Grammar reference material.

Vocabulary lists.

Dictionaries.

Textbooks.

Assessment schedule: Te Reo Māori 91288 - 'Koi te hinengaro'

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Waihanga tuhinga auaha i te reo o te ao torotoro. The student produces crafted writing on a range of topics from the exploratory world by: - providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 450 words in total across the two examples - using writing conventions accurately. For example: spelling, punctuation, capitalisation, and paragraphing - expressing ideas/information/opinion relevant to the task - using vocabulary and a variety of language that is generally appropriate for purpose and audience - using some language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. Despite inconsistencies, the student is generally successful in communicating their ideas. Inconsistencies may relate to spelling, level of formality, language conventions, formatting, or language features.	Waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro. The student produces convincing crafted writing on a range of topics from the exploratory world by: - providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 450 words in total across the two examples - using writing conventions accurately. For example: macrons, punctuation, capitalisation, and paragraphing - showing development of the information and ideas included, giving examples and explanations, and justifying opinions - using vocabulary and a variety of language that is appropriate for purpose and audience - deliberately selecting language features to use that are relevant to the text type and audience such as imagery, comparisons, kīwaha, whakataukī relevant to the task - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience. The student is able to communicate their ideas. Inconsistencies relating to spelling, level of formality, language conventions, formatting, or	Waihanga tuhinga auaha kia whai hua ngā whakaaro, i te reo o te ao torotoro. The student produces effective crafted writing from a range of topics from the exploratory world by: - providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 450 words in total across the two examples - using writing conventions accurately. For example: macrons, punctuation, capitalisation and paragraphing - showing development of information, ideas and opinions that is controlled, integrated and sustained - skilfully selecting and effectively using a range of language and language features to hold the attention of the audience - demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience - skilfully selecting and effectively using a range of language and language features to hold the attention of the audience - using appropriate vocabulary and language features from levels up to and including level 7 of the Curriculum for Teaching and Learning Te Reo Māori in English-medium schools.

For example, the student writes for the review text type: <i>Ki taku titiro he kiriata pai tēnei mō ngā tamariki. Nā te mea ka tū a Pai hei kaiārahi mō tōna iwi. Ki a au ko te wāhanga pai rawa atu o te kiriata te kitenga o Pai, tana koro me tōna pāpā i runga i te waka. He pai tēnei ki ahau nā te mea kua whai oranga te whānau me te iwi.</i> <i>The examples above are indicative samples only.</i>	language features, do not significantly interfere with communication. For example, the student writes for the review text type: <i>Kua whakakiriatatia te pukapuka rongonui o Witi Ihimaera. Nā Niki Caro i tuhi anō te pukapuka hei kiriata. Ki ahau nei ko tēnei te tino kiriata o te tau. Ahakoa he taiohi, he pakeke rānei e ōrite ana ngā whakaaro. Ahakoa ngā raruraru ka tū tōtika a Pai, he tauira tēnei mō mātou ngā taiohi.</i> <i>The examples above are indicative samples only.</i>	The student is able to communicate their ideas despite minor inconsistencies relating to spelling, level of formality, language conventions, formatting, or language features. For example, the student writes for the review text type: <i>Kātahi anō ka puta mai tēnei kiriata ki ngā whare pikitia o Aotearoa, puta noa i te ao whānui hoki. Ka roa mātou e tatari ana mō te putanga mai o tēnei taonga. E pupū ake ana te aroha i te kitenga atu ki ngā kanohi Māori i roto i te kiriata. Ki tōku whakaaro he kiriata whakamīharo tēnei.</i> <i>The examples above are indicative samples only.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.