

Portfolio assessment for te reo Māori - Kōrero and Waihanga Tuhinga.

Judith Hunt

What is a portfolio?

- A collection of student evidence that is gathered throughout the year as part of the teaching and learning programme. The final grade is awarded at the end of the course
- The TKI “B” assessment resources are portfolio based

The Process

- The Conditions of Assessment and Clarification for the standard will guide the process
- Portfolio entries show student progression of learning
- May start as snippets as speaking and writing skills develop through practice
- Opportunities for re-working/recrafting
- Students, in consultation with the teacher, will select their three best pieces of evidence to be assessed for the final grade to be awarded

How is evidence generated?

- Naturally occurring evidence from the teaching and learning programme, e.g. an unscripted conversation in class on Monday morning where students talk about their weekend
- Individual/pair/group tasks
- Student negotiated tasks
- Choice boards – a selection of tasks they may choose
- Designated portfolio periods at the end of each unit
- Outside of the classroom – noho marae

The role of the teacher

- Conference with the student at milestones along the way to give feedback and feed forward comments
- Feedback/feed forward comments must be general and linked to the criteria of the standard (specific comments/too much guidance will affect the authenticity of student work)
- Formative grades can be given for reporting purposes. Portfolio evidence cannot be marked with a summative grade prior to final submission
- As a result of viewing student work, further teaching may be required to the whole class

Things to consider when portfolio evidence is being collected

- Authenticity
- A range of different text types that are appropriate to the audience
- Evidence is at the correct curriculum level – a link to an AO
- Storage of student work
- Student or teacher responsibility for collection of evidence

What are the advantages of a portfolio approach?

- Not a “one off high stakes task”
- Emphasis on real communication for genuine purposes not scripted and rote learnt.
- Increases student/teacher learning conversations
- Can increase confidence and motivation
- More teaching time
- Greater flexibility

This is a summary of the portfolio workshop presentation developed for the Te Kāhui Kaiako reo Māori Hui (December 2013) by Judith Hunt.