He aratohu
Te Urungi
He aromatawai mō te reo Māori mā ngā ākonga kua tīmata ki te ako

Guide
Te Urungi
A beginner's assessment for te reo Māori

An aratohu to help kaiako and kaiwhakahaere to use Te Urungi: A Beginner's Assessment of Te Reo Māori

⦿⦿⦿NZCER
Rangahau Mātauranga o Aotearoa

Te Urungi: A Beginner's Assessment of Te Reo Māori is now available online through NZCER Assist.

For clarity, in this aratohu we refer to *Te Urungi: A Beginner's Assessment of Te Reo Māori* simply as *Te Urungi*.

For pātai or advice

Email assessmentservices@nzcer.org.nz or call Assessment Services on (04) 802 1630

For support with data

Email educationadvisor@nzcer.org.nz, or call the kaitohu mātauranga (education advisers) on (04) 802 1386

Te Hoe o Māuimua

Whakapoi ake te kakau o te hoe

Ko Maninitua

Ko Maniniaro

Ka tangi te kura

Ka tangi wiwini

Ka tangi te kura

Ka tangi wawana

E hika, e Rata

Kawea a Tāne ki uta

Brandish the shaft of the steering paddle

Be it Maninitua

Be it Maniniaro

The godwit resounds

With a shrill cry

The godwit resounds

With a trembling cry

Oh Rata

Carry Tāne shoreward

When Te Pakokori, NZCER's new office space, was opened, Hoturoa Barclay-Kerr gifted this karakia to NZCER to accompany the taonga *Te Hoe o Māuimua, ko Kautu-ki-te-rangi* (Pahi O'Carroll, Te Āti Awa, Ngā Ruahine Rangi, Ngāti Ruanui). The karakia connects NZCER's education journey to the wayfinders who navigated across Te Moana-nui-a-Kiwa, and it has inspired the naming of this assessment.

An urungi is a steering paddle for a waka, and it is the name we have given this beginner's assessment of te reo Māori. The assessment is a tool like a steering paddle to help pilot those on a journey, albeit through different waters.

He mihi

Tēnā rā tātou katoa.

Piki mai, kake mai, ki runga i te waka o te reo Māori. Tēnei te mihi whānui ki a koutou te hunga e whāia nei ko te "tino" o ngā taonga tuku iho. E whakapono ana mātou ki ngā tīpuna i kī ai, "Ko te reo te hā, ko te reo te poutokomanawa o te Māoritanga".

Tēnā anō koutou ngā kaipupuri, ngā kaiwhakapakari i tō tātou reo i roto i tēnei rau tau. Kei runga i a koutou, i a tātou katoa te mate, te ora rānei o te reo Māori nei hei whāngai atu ki ngā whakatipuranga e whai mai nei, ki ngā uri kia whānau noa. Kāti, ko koutou anō hoki ō mātou whakakapinga ā ōna wā. Nō reira, kua eke Tangaroa, kua eke panuku. Haumi e, hui e, tāiki e!

Greetings and welcome aboard this waka we call te reo Māori. This is a special greeting to each and every one of you who embark on a voyage to ensure the survival of our most precious treasure, the Māori language. According to our ancestors, the Māori language is the essence and foundation of all things Māori. Therefore, the survival or demise of this sacred treasure is in our hands. It is important for us all to ensure the survival of the Māori language for future generations.

Kia kaha, kia māia, kia manawanui!

We would like to thank the many people who have contributed to the refresh of Te Urungi.

First, it is important to recognise those who have developed the tool to where it is today. Basil Keane and Hilary Ferral were key kaimahi who led the initial development of the Reo Māori Assessment, followed by their team members Paul Shih and Matt Mullany. Ka nui rā te mihi nui ki a koutou.

We would also like to express our gratitude to the following advisory group members, Peter Keegan, Alice Patrick, and Rewa Paewai. E mihi kau ana ki a koutou i ō koutou mahi ki tēnei kaupapa.

Finally, to Ben Gardiner, Sheridan McKinley, John Huria, Leah Saunders, Georgia Palmer, and other kaimahi at NZCER, thank you so much for all that you've contributed. Nei rā te mihi ki a koutou katoa.

He Irirangi Contents

He kupu whakataki Introduction

Thank you for taking the time to read this aratohu, which is designed to introduce you to Te Urungi and help you understand how it can be used.

Te Urungi is a computer adaptive test of vocabulary designed specifically for ākonga who are just starting to learn te reo Māori. Te Urungi can help you understand where ākonga are in their reo Māori journey, and it can suggest next steps for learning.

The assessment is based on a bank of pātai that aligns to the levels 1–3 achievement objectives of *Te Aho Arataki Marau mō te Ako i Te Reo Māori—Kura Auraki | Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*, and the Learning Languages learning area in *The New Zealand Curriculum*.

This aratohu includes:

1. instructions on how kaiwhakahaere or kaiako can access and administer the assessment and understand the results
2. information about the pātai in the assessment and their links to curriculum documents
3. advice on how to use the reports to understand where ākonga are currently at with te reo Māori and how to support next steps.

He mea hoahoa a Te Urungi mā wai?
Who is Te Urungi designed for?

Te Urungi has been designed for:

1. ākonga in Year 4 and above who are learning te reo Māori in English-medium educational settings
2. all ākonga, including adults, who are starting to learn te reo Māori.

Te Urungi is adaptive, which means the content of the assessment adapts to the ability level of the ākonga.

Te Urungi may not be well suited for ākonga who

- are new to Aotearoa New Zealand, or
- have had little or no experience of te reo Māori, or
- speak te reo Māori often, or
- have had frequent opportunities to learn and practise te reo Māori.

Te whakarite i Te Urungi mā ngā ākonga
Setting up Te Urungi for ākonga

Learn how to set up and administer an online assessment for ākonga at: https://nzcer. freshdesk.com/support/solutions/articles/4000136687-introducing-te-reo-maori-online-language-assessment

We recommend that you preview the online assessment before administering it with ākonga.

Each ākonga will need a device, preferably with a large screen, headphones, and internet access. The assessments will also run on an iPad, tablet, or Chromebook, but not on a smartphone. Be aware that a smaller screen may make it more difficult for ākonga to read the text.

I mua i te whakamātautau Before the assessment

We encourage you to use the demonstration assessment available on the online platform to preview the assessment. This demonstration will help you become familiar with the layout and types of pātai so that you can support ākonga during the assessment.

You will need to print off the list of ākonga tokens for your class from the online assessment site.

The assessment will take up to 30 minutes. Allow an additional 15 minutes for set-up and administration time.

Clear instructions should be given to all ākonga. Before the assessment begins, you should introduce the assessment.

An example of what you could say to your ākonga is:

> Today, you will be taking Te Urungi, an assessment for people who are just starting to learn te reo Māori.

> The instructions in the assessment are in English. If you press the audio button you will hear the pātai. You should do this because it will allow you to read and hear the reo Māori parts of each pātai.

> The computer will choose pātai that are best for you, so the assessment will be different for each of you.

> If you find some pātai easy, the assessment will give you slightly harder pātai. If you find some pātai hard, the assessment will give you easier pātai. You will be asked about 30 pātai.
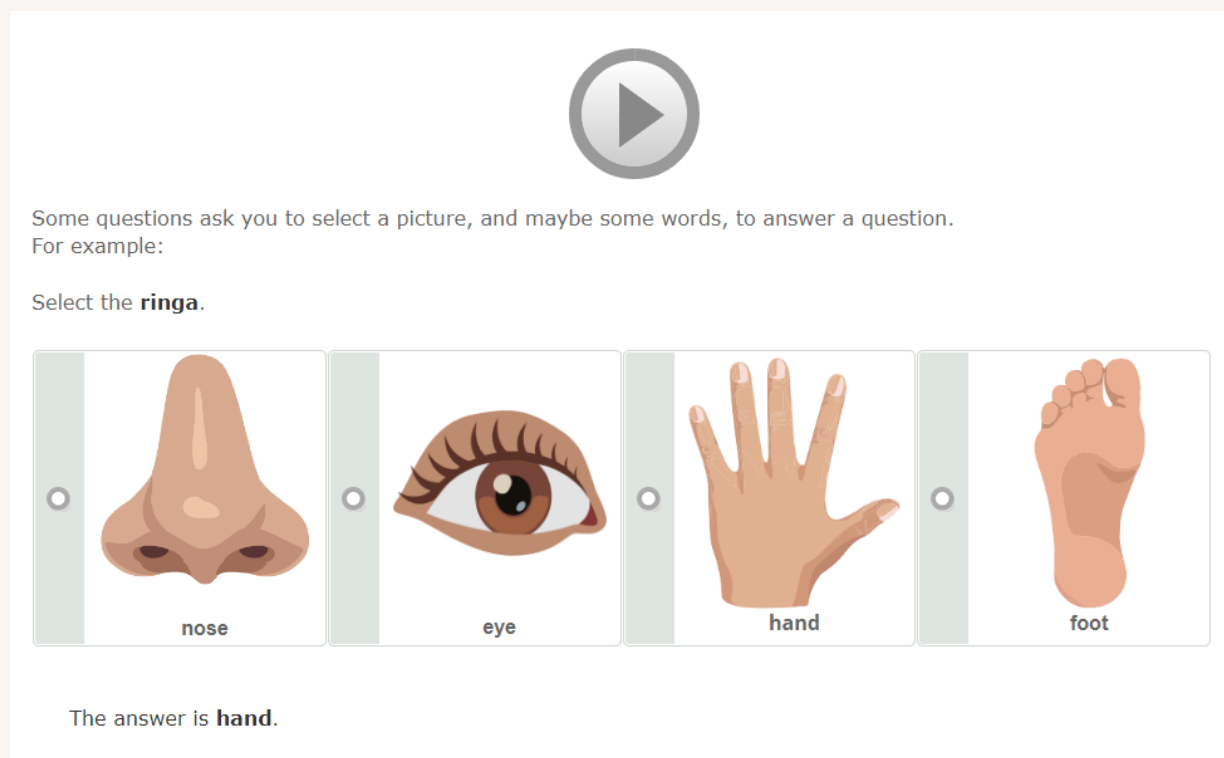
> Read and listen to each pātai that you're given. Pick the best answer for each pātai, even if you're not sure. Take your time to answer each pātai, because once you've answered it you cannot go back and change your answer. You must choose an answer before you can move on to the next pātai.

> Your results will show how you're doing in te reo Māori and suggest some ideas for what do next on your learning journey.

Give each ākonga the website address https://www.nzceronline.org.nz/ and make sure that everyone has found the website. Ākonga may need to adjust their browser settings to avoid scrolling. For instance, they might set their web browsers to 90%.

When ākonga log in to the assessment, they will be asked to confirm their names. Then they will be given some practice pātai that are similar to the pātai they will meet in the assessment. Go through the practice pātai with the ākonga and make sure they understand how to select an answer and use the audio button.

Figure 1 He tauira o tētahi pātai An example of an item

Some questions ask you to select a picture, and maybe some words, to answer a question. For example:

Select the **ringa**.

| nose | eye | hand | foot |

The answer is **hand**.

Please note, if ākonga need to pause the assessment, they can close their browsers. On returning they can use their token to restart the assessment at the point they left.

I muri i te whakamātautau After the assessment

After the assessment, each ākonga will be asked a few more pātai for feedback. This feedback helps the NZCER team learn more about the assessment experience of ākonga and their attitudes to te reo Māori. This information is important for the ongoing development of our assessments.

All pātai are marked automatically. Reports are available on the NZCER Marking site as soon as ākonga have completed the assessment.

Users with an Assist account will be able to log in and see their own reports.

Te noho mārama ki te whakamātautau
Understanding the assessment

Te Urungi draws on achievement objectives from levels 1–3 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori—Kura Auraki,* and the Learning Languages learning area of *The New Zealand Curriculum.* The assessment tests receptive knowledge as it involves reading and listening.

Pātai are divided into four āhuatanga (aspects): Ngā Kupu / Vocabulary; Pāhekoheko Pāpori / Social Interaction; Mātauranga Ahurea / Cultural Knowledge, and Mātauranga Reo / Language Knowledge.

Ngā Kupu Vocabulary

Pātai under the āhuatanga of Ngā Kupu include te reo Māori vocabulary that is frequently used in Aotearoa New Zealand English and in the classroom or office.

It also includes kupu that tie specifically to achievement objectives within the curriculum guidelines. For example, Māori numbers and days of the week come under achievement objective 1.3—communicate about number, using days of the week, months, and dates.

Pāhekoheko Pāpori Social Interaction

Pātai developed to assess Pāhekoheko Pāpori include words, phrases, and sentences that relate to interaction between at least two people. They can include pātai, answers, commands, and responses. Most of these pātai are also linked to achievement objectives. For example, greetings and farewells come under objective 1.1—greet, farewell, and acknowledge people and respond to greetings and acknowledgments.

Mātauranga Ahurea Cultural Knowledge

Pātai related to Mātauranga Ahurea focus on Māori culture. They can include pātai such as naming parts of a marae, pepeha, mihi, kupu whakarite, and pōwhiri.

Mātauranga Reo Language Knowledge

Pātai categorised as Mātauranga Reo test knowledge of phrases and sentences, with a focus on grammatical aspects of language. The simplest pātai relate to phrases and to sentences. More difficult pātai test knowledge of tenses, aspects, and moods.

Te whakamātautau urutau
Adaptive assessment

Te Urungi can be administered at any time of the year. Ākonga will normally be asked a set of 30 pātai.

All ākonga taking the assessment start with pātai that are equally difficult. These pātai begin at a basic level and are suitable for ākonga in Years 4 and up who are beginning learners of te reo Māori.

Te Urungi is adaptive. This means that it adapts as ākonga do the assessment. Te Urungi gives each ākonga pātai that match the level of achievement they are demonstrating. Pātai will differ for each ākonga. If an ākonga gets the first pātai correct, a more difficult pātai is given next. If an ākonga gives an incorrect response, an easier pātai will be given next. The assessment tries to give every ākonga an assessment where they answer about 60% of pātai correctly.

In this assessment, ākonga respond to a range of pātai types: whiringa maha / multichoice; tō whakataka / drag-and-drop; and pūwāhi wera / hotspot. Pātai are presented in written or visual forms, or a combination of both. Every pātai has audio support. Some pātai ask ākonga to identify English words, phrases, or sentences from te reo Māori; some pātai ask for the reverse. Some involve reo Māori in the pātai and answer. All instructions are in English.

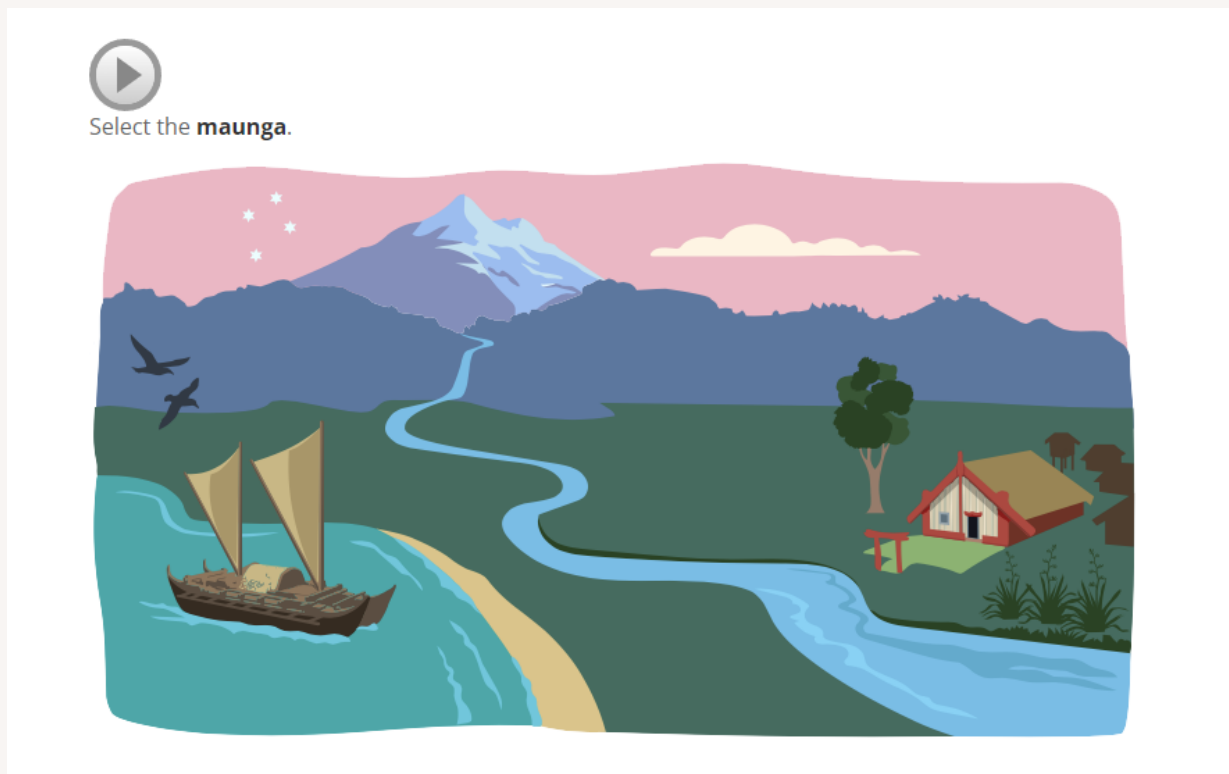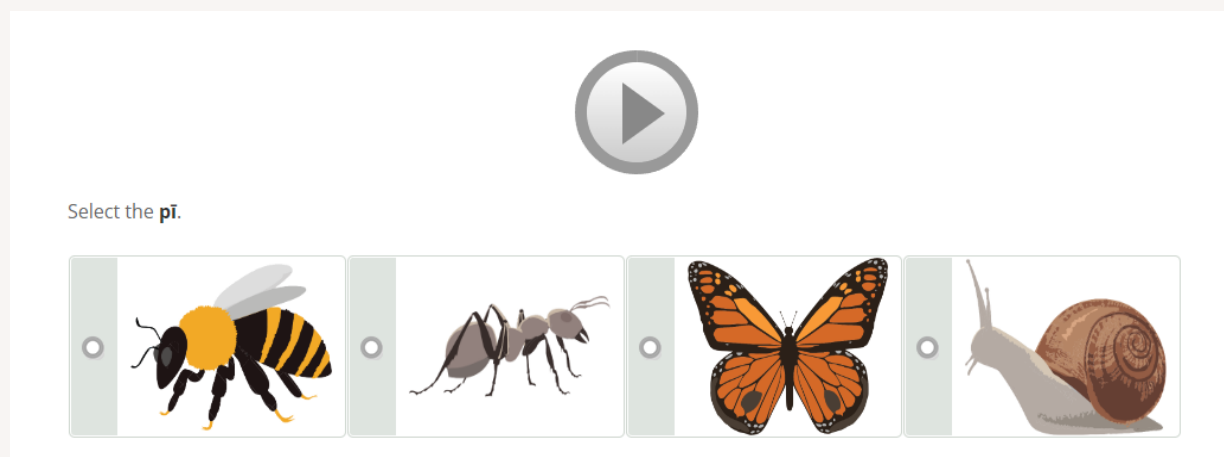**Figure 2** **He tauira tūemi pūwāhi wera** An example hotspot item

Figure 3 **He tauira tūemi atahanga whiringa maha** An example image multichoice item

The results for each ākonga are reported individually and confidentially on an achievement scale (for this assessment, the *trm* scale). This reporting provides further opportunities for teaching and learning.

Te noho mārama ki ngā pūrongo
Understanding the reports

The online NZCER Marking service can be used to generate three reports from Te Urungi. Each report provides different insights into ākonga achievement.

He pūrongo motuhake Individual report

The individual report (Figure 4) uses the te reo Māori (*trm*) scale to show how an ākonga has performed on the assessment and on each of the pātai they answered.

The dashed line shows where the ākonga is located on the scale (their overall achievement); the coloured section above and below the dashed line shows the margin of error. We can be reasonably sure that the "true" achievement level for the ākonga lies somewhere in this range.

The scale has been divided into five stages. Each of these stages has been described to help understand the scores on the assessment. These descriptions are available at https://www.nzcer.org.nz/system/files/Te%20Urungi%20Stage%20Explainer%20-%202024.pdf

In general, ākonga will typically have a good grasp of the things described for the stage they score in. They will usually be working towards mastering the ideas and skills described higher up the scale. They will also have a strong grasp of the things described at any lower stages.

Circles represent the pātai that the ākonga answered in the assessment. The numbers in the circles show the order the pātai occurred in the assessment. Correct answers are shown by dark circles. Clear circles indicate an incorrect response.

Figure 4 He tauira pūrongo takitahi An example individual report
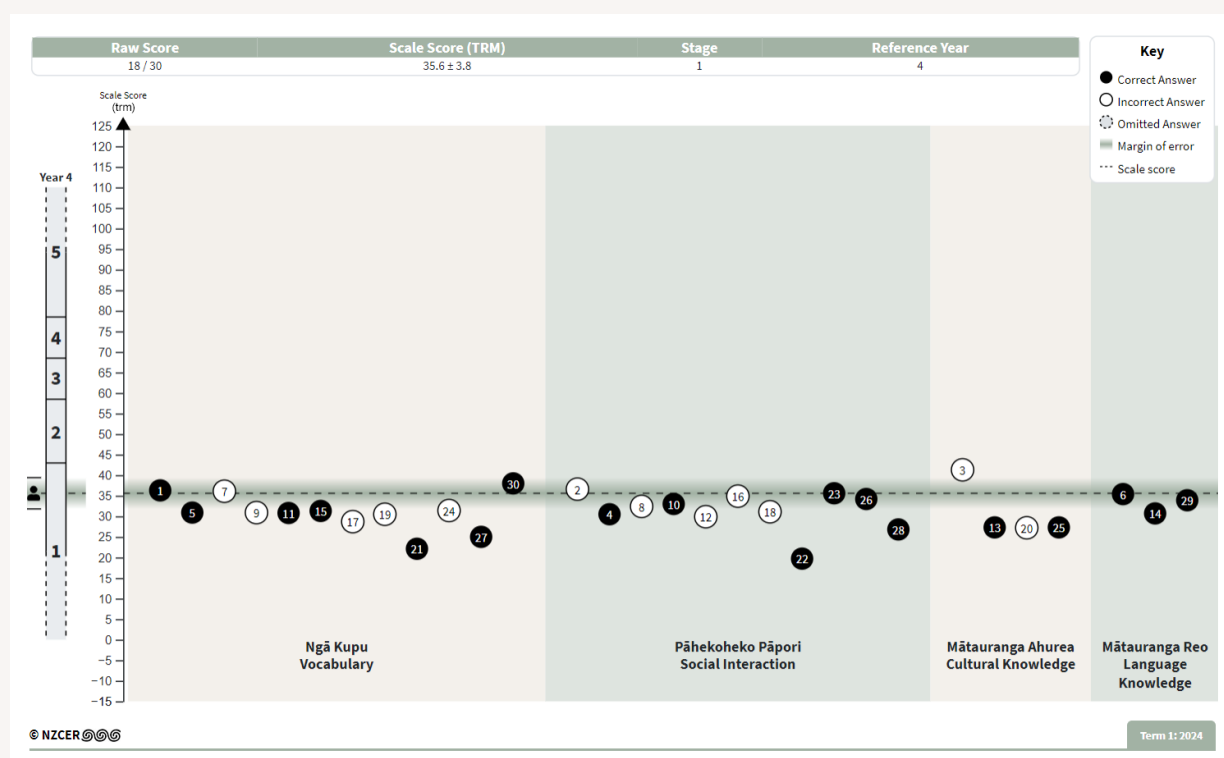
Circles located higher on the scale represent pātai that are more difficult than those located lower on the scale. Ākonga will typically correctly answer about half of the pātai with the same scale location as the scale location of their own achievement. Typically, they will correctly answer more than half of the pātai located below their level achievement and fewer than half of the pātai located above their level of achievement.

When viewing the individual report online, kaiwhakahaere or kaiako can click on the circle to go to a second report that focuses on the pātai represented by the circle. This report displays the pātai, the ākonga response, and the correct answer.

In the individual report the circles representing the pātai are grouped in columns according to the āhuatanga of te reo Māori they have been categorised under: Ngā Kupu / Vocabulary, Pāhekoheko Pāpori / Social Interaction, Mātauranga Ahurea / Cultural Knowledge, and Mātauranga Reo / Language Knowledge.

A short description of each pātai is provided on the right-hand side of the individual report.

The individual report can be used to identify areas of strength and areas for development.

He pūrongo tauine Scale report

The scale report for a group or class shows where ākonga are located on the measurement scale relative both to the described stages and to each other.

An ākonga scale score (with margin of error) should be considered as a probable "range" on the scale, rather than a precise point.

He pūrongo rārangi List report

The list report summarises the achievement of each ākonga within the assessment group or class. The report shows names of the ākonga along with their scale scores and associated margins of error. Approximately 60% of the pātai asked of any ākonga will be answered correctly. This is because of the adaptive nature of the assessment. The scale score they achieve will be determined by the level of difficulty of the pātai that they were administered and the success they had on these pātai.

Te whakamahi i ngā pūrongo Using the reports

Results indicate proficiency in te reo Māori and help answer the following pātai.
- Which āhuatanga of te reo Māori vocabulary does the ākonga appear to be strong in?
- Which āhuatanga of te reo Māori vocabulary does the ākonga need more support in?
- Which stage of Te Urungi is the ākonga at?

Te whakamārama mō te tauine Scale description

The scale description given in Figure 5 explains the levels of skill and knowledge associated with scoring at different stages of Te Urungi. The description is divided into five stages, each of which outlines the typical kinds of things that are associated with those stages. For example, at Stage 1 (S1) ākonga will have knowledge of some simple phrases.

Ākonga will generally have mastered the things described in the stages below their stage and be working towards achieving the things described in any higher stages. For example, an ākonga achieving at Stage 3 (S3) will likely have mastered the skills and knowledge associated with Stages 1 and 2.

The description provides examples of what ākonga may be able to do across the four āhuatanga: Ngā Kupu / Vocabulary; Pāhekoheko Pāpori / Social Interaction; Mātauranga Ahurea / Cultural knowledge; and Mātauranga Reo / Language Knowledge.

Figure 5 Te Urungi scale stages

Stage	TRM Scale	Ngā Kupu Vocabulary	Pāhekoheko Pāpori Social Interaction	Mātauranga Ahurea Cultural Knowledge	Mātauranga Reo Language Knowledge
S5	90 – 80	• Words to describe the weather (ua – rain) • Parts of a home (karāti – garage) • Body parts (arero – tongue) • Animals (ngata – snail)	• How to ask someone what they are doing (Kei te aha koe? – What are you doing?) • Generic commands (Katia ngā matapihi! – Close the windows!) • How to express states or feelings (Kei te hiakai au – I'm hungry)	• Parts of a marae (kūaha – entrance) • Bird names in metaphors (He tou tīrairaka – a restless person)	• Correct tenses, aspects, moods for sentences (Kei te kōrero koe – you are speaking) • Words to describe time (I tērā tau – last year) • How to ask who owns something (Nā wai tēnei? – Who does this belong to?)
S4	70	• Question words (āhea – when) • Other sentence-building phrases (nā te mea – because)	• Questions about common activities (Mā wai e taki te karakia? – Who will say the prayer?) • Directions (Haere ki te taha matau. – go right)	• Use of 'mā raro' to describe going by foot	• Simple words to describe time (āpōpō – tomorrow)
S3	60	• Common sentence-building words (engari – but) • Adjectives (roa – long) • Loan words for days of the week (Mane – Monday)	• Common questions (He aha tēnei? – What is this?) • How to ask the time (Kua aha te taima? – What is the time?)	• Names of seasons (Raumati - summer) • Common words for family relationships (tuakana – older sibling of the same gender)	• Locatives in context (Kei raro te paoro i te tūru – The ball is under the chair) • Other verbs (heke - descend)
S2	50	• Pronouns (koe – you) • Emotions and feelings (pōuri – sad) • No (kāo) • Body parts commonly referred to (makawe – hair)	• More commands (Titiro mai – Look at me) • Simple descriptions (He whero ōku hū – My shoes are red) • Other responses to Kei te pēhea koe? (Kei te ngenge ahau – I am tired) • How to express an apology (Mō taku hē – I'm sorry)	• Some sentences that are used in pepeha/mihi (Nō Rotorua au – I am from Rotorua) • Māori cultural words commonly heard in New Zealand English (mokopuna) • Other words that might be used in a formal welcome (Kaikōrero – a speaker)	• Simple phrases and sentences (he pai tēnei – this is good) • Recognition of where words should go in simple sentences (ko __ ia becomes ko wai ia? – what is s/he?)
S1	40	• Colours (mā – white) • Common nouns (whānau – family) • Te reo Māori words commonly heard in New Zealand English (kai – food) • Loan words (pene – pen) • Yes (āe) • Basic classroom/office language (pukapuka – book)	• Commonly used commands (E noho! – sit down!) • Simple greetings (Tēnā koe – hello) • Simple phrases (Ka pai – that's good) • Simple responses to the question Kei te pēhea koe? (Kei te pai ahau – I'm good)	• Location words that might be used in pepeha (maunga – mountain) • Words associated with that might be used in a formal welcome (Hongi)	• Simple keywords (pānui – reading) • Simple pluralisation (ngā tēpu – the tables) • Simple possession (āku tamariki – my children)

Ngā whai i muri mō te akoranga Next steps for learning

At all stages, work with students to ensure they have a full grounding in the āhuatanga for Ngā Kupu / Vocabulary, Pāhekoheko Pāpori / Social Interaction, Mātauranga Ahurea / Cultural Knowledge, and Mātauranga Reo / Language Knowledge.

Stage 1 (S1) includes:

- vocabulary relating to colours, simple and common nouns, basic numbers (1–10), common te reo Māori words heard in New Zealand English and some loan words, where the reo Māori word sounds very similar to the English word (for example, pikitia for picture)
- some simple commands, simple greetings, simple compliments, and a simple response to asking, "How are you?"
- some of the words used in pepeha
- some simple phrases.

Help ākonga to become confident in learning simple reo Māori phrases and common nouns. This content can be seen, heard, spoken, and written by ākonga, and these different modes of experiencing reo Māori can be mutually reinforcing.

Stage 2 (S2) includes:

- vocabulary relating to numbers (1-100), most primary colours, individual pronouns (au, koe, ia), some body parts, some emotions and feelings, and yes and no (āe and kāo)
- a wider range of commands and basic greetings and farewells; they will begin to use politeness conventions and have more complex ways of answering, "How are you?"
- sentences used in pepeha and mihi and simple cultural words
- some simple phrases and sentences.

Support ākonga to become confident in using phrases and sentences. These can form starting points for exploring simple grammar and how it determines sentence structure in common contexts.

Stage 3 (S3) includes:

- simple demonstratives, some parts of the body, more complex pronouns, articles (te/ ngā), names of seasons, and simple locatives
- how to express an apology, how to ask what something is, and ask what the time is
- words related to a pōwhiri, sentences relating to where someone is from, days of the week, and many of the words required for a pepeha/mihi
- some sentence-building words words to correctly finish a sentence in te reo Māori.

A focus on pōwhiri and pepeha/mihi could be useful. These are contexts that support many levels of sophistication in reo Māori usage. Continue supporting ākonga to be confident in using phrases and sentences.

Stage 4 (S4) includes:

- futher locatives, some adjectives and more sentence-building words
- some directions
- some pātai about common activities
- some words to describe relative times.

Explore vocabulary and grammar used to describe common activites with ākonga, including where or when events are happening, as well as adjectives to describe those events.

Stage 5 (S5) includes:

- names of some parts of a marae
- some metaphorical language
- some animal names
- some sentence structure related to possession
- correct tenses for sentences
- seasons.

Support ākonga to begin using reo Māori more purposefully to express their thoughts. Explore common metaphorical language and how this is used.

Kuputaka Glossary

kaitohu mātauranga	education adviser
kaiwhakahaere	administrators
kupu whakarite	similes and metaphors
mihi	greeting
pātai	question, challenge, or assessment item
pepeha	introduction about personal identity
pōwhiri	formal welcome

He kupu whakamutunga Closing note

Tēnā anō ki a koutou. Kua tae ki te mutunga o te aratohu nei. E mihi ake ana ki a koutou e pānuitia te aratohu!

Thank you for reading this guide and for using Te Urungi.

If you have any pātai or suggestions, please do not hesitate to contact us.

Ngā māua iti nei,

Nā, Keita Durie & Elliot Lawes

———

Kia pai te whakatere i te waka
Kei pariparia e te tai, ka mōnehu te kura nei

———

NZCER
Rangahau Mātauranga o Aotearoa