****

**NCEA Level 1 Languages**

**Conditions of Assessment**

**General Information**

|  |  |
| --- | --- |
| **Subject Reference** | Languages |
| **Domain** | New Zealand Sign Language |
| **Level** | 1 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

**For All Standards**

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.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

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.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy

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

**Specific information for individual internal achievement standards**

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91795 New Zealand Sign Language 1.1** |
| **Title** | Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.  |
| **Number of Credits** | 5 |
| **Version** | 1 |

The standard involves viewing a range of texts and showing understanding of communication beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

A variety of texts means the context and/or purpose and/or type will be different for each text viewed, e.g. advice about what to do in an earthquake will necessitate a different text type to a conversation about attending a community or school event.

Contexts for the text types should arise naturally from teaching and learning. The language in the texts viewed should not be in advance of curriculum level 6.

In all situations the students should be showing their ability to demonstrate understanding of familiar language related to basic personal information, ideas and opinions. Over the two pieces there will be evidence of each of these.

**Structure of the tasks**

Student understanding will be demonstrated in response to a question or questions about the text. All levels of achievement must be possible for each question.

**Assessing the collection of evidence**

The grade will be awarded for the collection of responses to texts assessed as a whole, i.e. each response will not be assessed individually, rather the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level rather than accidentally and occasionally.

**Time**

The sample tasks suggest the time for each text viewed for level 1 should be one to two minutes.

**Language**

Whether a student answers in English, te reo Māori or New Zealand Sign Language, incorrect language or grammar will only affect the award of a grade if the student’s understanding of the text is not clear.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91796 New Zealand Sign Language 1.2** |
| **Title** | Give a presentation in New Zealand Sign Language that communicates a personal response  |
| **Number of Credits** | 4 |
| **Version** | 1 |

This achievement standard involves using NZSL to give a signed presentation that communicates a personal response.

**Content**

Language should be appropriate for a presentation. Tasks should ensure that students will have a context which requires a presentation.

This standard involves expressing personal information, ideas and opinions. Students should show that they are able to communicate beyond the immediate context, for example, past and future events. The context for the presentation will decide whether students communicate about both past and future events within the presentation. It may be realistic that students only communicate about one or the other, e.g. a presentation to the class on a past holiday trip may only call for the student to communicate about past events and this would still meet the criteria.

**Sufficiency of Evidence**

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

One minute to two minutes is a suggested guideline for appropriate length.

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

**Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation.

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

**Presentation**

This presentation is delivered to an audience. This could be either a real or digital audience, e.g. a vlog.

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not signed verbatim/in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91797 New Zealand Sign Language 1.3** |
| **Title** | Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves a range of signed interactions in New Zealand Sign Language to share personal information and opinions in personal and transactional situations.

**Sufficiency of Evidence**

**A range of interactions involves at least two interactions.**

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

The context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language to students discussing what they did in the holidays.

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary. However, at all times, quality is more important than length.

A total of three minutes is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared signed presentations. Students should use the language they have acquired in as natural a way as possible, i.e. not artificially using long sentences and complex structures where native signers would not naturally do so.

Features of interactions which contribute to natural communication include such things as:

* referring back to things that have already been said
* clarifying
* negotiating meaning
* using colloquial and formulaic expressions appropriate for the contexts.

**Collection of Evidence**

* The interactions could involve pair, group or class based interactions, which may be ‘free’ and/or ‘controlled’ production (*Ellis, 2005*).
* It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.
* Records of evidence will be digital recordings in various formats, e.g. video, cell phone.

**Assessing the collection of evidence**

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually, rather the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level rather than accidentally and occasionally.

It is not appropriate to have students first writing, then learning by heart, scripted role plays. Quality indicators such as the ability to maintain an interaction will not be evident in such exchanges.

**Language**

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language errors are natural and should not be overly penalised.

There are two features of this standard: a repertoire of language features and strategies, i.e. students will be rewarded for contributing to and maintaining the interaction, and a range of language.

The use of language and language features should be controlled and appropriate and not used because students think that it is a ‘quantity’ of these that will allow them to meet the criteria. Quality (features used when appropriate) is more important than quantity.

At this level students will show evidence of language to communicate personal information, ideas and opinions. Over the two pieces there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, over the two pieces of evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

**Feedback and Feed Forward**

Teacher feedback and feed forward after watching interactions may improve students’ understanding of the interaction criteria for future interactions.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91798 New Zealand Sign Language 1.5** |
| **Title** | Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance  |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves signing a variety of texts to communicate in New Zealand Sign Language on areas of immediate relevance.

**Text type**

The context and/or purpose and/or text type (a minimum of two) will be different for each piece of signing, e.g. a personal video email to a host family, a vlog posting on the class site about an activity and their opinion of it, an invitation to a party including instructions on what to bring, etc.

**Evidence**

A range of commonly used real life resources which may be used to support drafting and reworking could include authentic texts, native signers, exemplars and digital tools. Students need to be aware that they cannot copy large chunks of signed text and that they must adapt and rework the language. Students need to reference direct signed text in their work and this will not count as evidence of language. It is inappropriate to have native signers providing large chunks of language or correcting drafts.

**Sufficiency of evidence**

A variety of texts involves at least two pieces of signing.

Tasks should provide opportunities for students to demonstrate language in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

The portfolio should be about 3 minutes in total. This is a realistic expectation of the time needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

**Collection of Evidence**

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

**Feedback and feed forward on drafts**

Feedback and feed forward should ensure that the final evidence remains the student’s own work. The feedback for final assessment should not be as detailed as indicating specific errors. It should be more descriptive than this and focus on what is needed to achieve the standard. The teacher can feed forward by referring to the assessment criteria, and/or exemplars.

Accuracy is not a criterion of the standard and not an expectation for Excellence. Most second language learners make errors. Complex language, with few or no errors, may indicate that too much feedback has been given.