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**NCEA Level 2 Languages**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Languages |
| **Domain** | New Zealand Sign Language |
| **Level** | 2 |

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**

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| **Achievement Standard Number** | **91799 New Zealand Sign Language 2.1** |
| **Title** | Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters. |
| **Number of Credits** | 5 |
| **Version** | 1 |

The standard involves viewing a range of texts and showing understanding of communication on familiar matters.

A variety of texts means the context and/or purpose and/or type will be different for each text viewed, e.g. a personal account of an unsettling experience will necessitate demonstrating understanding of a different set of language to students discussing plans for holiday jobs.

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 7.

At this level students will show evidence of understanding language that shares information, ideas and opinions in support of the signer’s view and/or the views of others. Over the texts viewed there will be evidence not just of understanding information but also of understanding ideas and opinions about events, people, places and experiences.

**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 should be about 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.

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| **Achievement Standard Number** | **91800 New Zealand Sign Language 2.2** |
| **Title** | Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions. |
| **Number of Credits** | 4 |
| **Version** | 1 |

This achievement standard involves communicating information and expressing and justifying ideas and opinions

**Content**

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

The best presentations are to the point and close to the allocated times.

Development does not equal length.

**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.

Two to three 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.

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| **Achievement Standard Number** | **91801 New Zealand Sign Language 2.3** |
| **Title** | Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations. |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

**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.

This will mean that 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 a different set of 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.

The collection of interactions should be 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.

A total of four 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 users 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**

Evidence of interactions should be collected by digital video.

**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 is more important than quantity.

At this level students will show evidence of language to share information and justify ideas and opinions which involves communicating information, giving explanations or providing evidence to support own views and/or the views of others. Over the two pieces there will be evidence not just of sharing information but of justifying both ideas and opinions.

**Feedback and Feed Forward**

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

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| **Achievement Standard Number** | **91802 New Zealand Sign Language 2.5** |
| **Title** | Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts. |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves signing texts that fulfil communicative intents that are as realistic as possible, and that communicate information and express and justify ideas and opinions.

**Text type**

The context and/or purpose and/or text type will be different for each piece, e.g. a video email to a host family, a vlog posting on the class site to share with an exchange school, an announcement advertising NZSL language week activities.

**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 use 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 4 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 consciously and reasonably consistently rather than accidentally and occasionally. Selection of evidence may be made by the student. The final selection is considered as a whole for grade allocation.

**Feedback and Feed Forward**

Teacher and/or peer feedback and feed forward may be provided where drafting and reworking is a feature of the task.

Teacher feedback and feed forward on student’s 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.

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.