

Internal Assessment Resource

Languages Level 1

This resource supports assessment against Achievement Standard 91796

Standard title: Give a presentation in New Zealand Sign Language that communicates a personal response

**Credits:** 4

Resource title: Virtual Exchange!

**Resource reference:** Languages 1.2B New Zealand Sign Language

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| 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 |

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| Date version published by Ministry of Education | February 2016  To support internal assessment from 2016 |
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| 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. |

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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 Languages 91796. 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 give an effective presentation in NZSL, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a signed presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

Conditions

Presentations will be given in front of the class and recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity.

Provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment will be required.

Additional information

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>
* Authenticity considerations are on NZQA website:
* <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>
* Managing authenticity when assessing remotely <https://www.nzqa.govt.nz/assets/About-us/Publications/Covid19-Updates/Managing-authenticity-when-assessing-remotely.pdf>
* NCEA Level 1 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>.

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Student instructions

Introduction

This assessment activity requires you to give a presentation in NZSL, expressing personal information, ideas, and opinions.

You are going to be assessed on how effectively your presentation in New Zealand Sign Language communicates information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation will be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your signed presentation.

Your teacher will tell you how your presentation will be recorded and stored.

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

Task

Imagine that your school has begun a virtual exchange with another school, communicating via a website. The idea is that the website will include brief signed presentations by members of your class. You are required to create a presentation suitable for inclusion on the site, and to present it in front of your class.

In your presentation, aim to:

* use language and language features that are fit for the purpose of the presentation and the audience
* control and integrate the language and language features
* minimise inconsistencies (for example in articulation of signs, vocabulary, sign order, facial grammar and expressions, use of space for reference, fluency and pace of delivery) that could hinder communication.

The following ideas are suggested for your signed presentation. If you have another idea that you would like to use, discuss it with your teacher to ensure that it is suitable.

Introductions

Introduce yourself in NZSL to the students in the exchange school, which could be a school overseas or in another part of New Zealand. For example:

* your family
* where you live
* what you like to do in your leisure time, at school
* what responsibilities you have at home
* something you have done that you are proud of
* what you hope or plan to do when you finish school or studies.

My place

* introduce where you live and what you like best about it. For example, your house and its distinctive/interesting features
* how long you have lived here
* what your room looks like and the reasons you do or don’t like it
* your town and where it is situated
* you could use your mihi
* you could talk about such things as your whānau, iwi, marae
* when you leave home, where you want to live, and why.

Holidays

What are holidays like in New Zealand or your area? For example:

* when holidays take place in New Zealand
* what you like to do in the holidays
* a holiday you have taken, and what made it memorable
* a holiday you are planning to take, and the reasons you are looking forward to it.

Free time

What do young New Zealanders do in their spare time? For example:

* what you usually do after school
* sporting or cultural activities you are involved in or used to be involved in
* what you did last weekend
* what you are planning to do this coming weekend
* a new activity that you would like to take up.

My school

What is school life like in New Zealand or in your area? For example:

* school hours, timetable, homework
* your favourite subjects, teachers
* features of your school that you particularly like/dislike
* a school day that you particularly remember (for good or bad reasons)
* the subjects you plan to study next year.

Visiting New Zealand

What does New Zealand offer visitors (including the students at your virtual exchange school, when they hopefully come to visit you)? For example:

* things you do in your spare time
* a personal recommendation of an event you have witnessed or a place you have been to and very much liked
* places/activities in your area that your class will take visitors from their virtual exchange school
* seasons, weather, suitable clothing, modes of transport etc.

NZSL class

What is it like to learn New Zealand Sign Language? For example:

* the reason you chose to learn the NZSL
* what your NZSL teacher is like
* interesting/exciting things you have done in NZSL, for example, meeting Deaf people, playing Deaf games, watching storytelling in NZSL, sign singing
* whether or not you will study NZSL next year and why/or why not
* how you hope to use your knowledge of NZSL in the future.

Story time

Tell a story – maybe a personal story about something funny that happened to you or something that went wrong for you. For example:

* where this took place
* who was there
* what happened
* how you or the main character felt
* any lessons you learnt.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworked.

You can use prepared notes, cue cards, props, or other supporting material. But you must not read directly from your notes. If you read directly from your notes, you will not meet the standard.

Assessment schedule: Languages 91796 New Zealand Sign Language - Virtual exchange!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student gives a presentation in New Zealand Sign Language that communicates a personal response on one of the suggested topics, or a suitable alternative.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  Communication is achieved overall, although it may be hindered by inconsistencies in some places.  For example :  [1.2B Virtual Exchange - Achieved - NZSL](https://vimeo.com/155725390)  *The examples filmed are indicative samples only.* | The student gives a convincing presentation in New Zealand Sign Language that communicates a personal response on one of the suggested topics, or a suitable alternative.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is generally credible and connected.  The student selects and uses a range of language and language features fit for purpose and audience.  Communication is not significantly hindered by inconsistencies.  For example:  [1.2B Virtual Exchange - Merit – NZSL](https://vimeo.com/155726010)  *The examples filmed are indicative samples only.* | The student gives an effective presentation in New Zealand Sign Language that communicates a personal response on one of the suggested topics, or a suitable alternative.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is controlled and integrated.  The student capably selects and successfully uses language and language features fit for purpose and audience.  Communication is not hindered by inconsistencies.  For example:  [1.2B Virtual Exchange - Excellence - NZSL](https://vimeo.com/155726527)  *The examples filmed are indicative samples only.* |

The final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.