

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91800

Standard title: Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions

**Credits:** 4

Resource title: Around town

**Resource reference:** Languages 2.2B 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. 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

Students have been asked to give a 2 minute speech about their town to a group of visitors, who are visiting their town for the first time. This activity requires them to prepare and present an effective speech and deliver it.

Conditions

Speeches will be given to the class. They will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

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 that there is sufficient evidence for assessment of individual performance.

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

Provide specific details on

* recording presentations on an electronic device
* naming files
* storing files
* backing files up securely in accordance with your school’s NCEA policies and procedures.

Resource requirements

Video recording equipment

Additional information

This 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 2 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>

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Student instructions

Introduction

A group of people is visiting your school. This assessment activity requires you to give a speech in which you introduce the visitors to your town. In it, you need to communicate information, and express and justify ideas and opinions in NZSL.

Teacher note: The context for this activity can be easily adapted. For example, students could be required to explain aspects of school life to visitors or teach a new game.

You are going to be assessed on how convincing and effective your speech is.

Teacher note: Clarify for your students the length of time, both in and out of class, they will have to prepare their presentations.

Task

Decide where you might take the visitors and what you could show them.

Features of interest could include: public buildings, museums or galleries, rivers or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your speech. Your speech could, for example:

* include research on the features you will recommend
* explain key features of your town
* express your ideas and opinions about the features
* justify your selection of a feature or features as not to be missed
* give a brief history/description of your town.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a speech together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

All work must be your own. You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your speech you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

At the specified time, deliver your speech to the class. Your speech will be recorded for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

For more guidance, see Resource A.

Resource A:   
Characteristics of quality communication and presentation

Quality communication

* effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* has a clear sequence in the content
* uses connecting signs.

A quality presentation will:

* give information that is interesting and appropriate to the audience
* have a clear sequence
* express your information, ideas, and opinions clearly
* develop and link your information, ideas, and opinions
* give examples, comparisons, and points of view to illustrate what you are saying
* show effective presentation skills
* communicate successfully, avoiding inconsistencies which could hinder communication, for example, in articulation of signs, vocabulary choice, sign order (syntax), facial grammar and expression, use of space for reference, fluency and pace of delivery.

Assessment schedule: Languages 91800 New Zealand Sign Language – **Around town**

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student uses NZSL in a signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student’s town.  Communication is achieved overall, although it may be hindered by inconsistencies in some places.  The length of the presentation is about two minutes.  For example:  [2.2B Around town - Achieved - NZSL](https://vimeo.com/155731358)  *The examples filmed are indicative samples only.* | The student uses NZSL in a convincing signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student’s town.  There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.  A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.  Communication is not significantly hindered by inconsistencies.  The length of the presentation is about two minutes.  For example:  [2.2B Around town - Merit - NZSL](https://vimeo.com/155732761)  *The examples filmed are indicative samples only.* | The student uses NZSL in an effective signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student’s town.  There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.  A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.  Communication is not hindered by inconsistencies.  The length of the presentation is about two minutes.  For example:  [2.2B Around town - Excellence - NZSL](https://vimeo.com/155732760)  *The examples filmed are indicative samples only.* |

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