

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

Resource title: Publish me!

**Resource reference:** Languages 2.5B 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

This activity requires students to sign a variety of text types in effective NZSL and submit a minimum of two of their best pieces for publication on a website for teenagers learning NZSL.

While a website is suggested as the context, it could equally well be a vlog. Similarly, the text types can be changed. Finalise the details to fit the teaching and learning programme.

Conditions

As part of regular teaching and learning, students sign a variety of texts, both free (spontaneous) and controlled (prepared). Students need sufficient opportunity to sign a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of signing include brainstorming, drafting, revising, and editing, only the final text is required as evidence. Students could be asked to keep earlier drafts in case authenticity needs to be established.

Using this same theme, you might also collect evidence for the presentation standard, for example, about my family hero or heroine, a book review, an account of part-time work.

Signing must be presented as electronic files.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, on the school intranet, or other digital storage.

After negotiation with you, students select a minimum of two texts from their collection of signed texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The total over the texts should be approximately 4-6 minutes.

You will consider all pieces submitted before making an holistic judgement. Each piece will not be assessed separately; but considered in as much as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

Provide specific details on

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

Resource requirements

A range of resources to support drafting and reworking could include NZSL dictionary app, NZSL resource books, search engines, and people (friends, family, or native signers).

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

This assessment activity requires you to sign a minimum of two texts that convey information, ideas, and opinions for inclusion on a website for teenage users of NZSL.

You are going to be assessed on how effectively you use NZSL to communicate and justify information, ideas and opinions in at least two different text types.

Teacher note: Insert date for final submission here.

Task

In consultation with your teacher, choose a text type from at least two of the seven categories in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the website project. In your texts, you will communicate information and express and justify ideas and opinions.

The length of the texts may vary. The total length across the texts should be approximately 4-6 minutes. However, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of signing of which you are capable.

Draft and rework your signing over time. You may use resources such as the NZSL dictionary app, NZSL resource books, search engines and people (friends, family, or native signers). Keep all drafts of your work. You may be asked to verify authenticity of your work by doing further signing in class.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any signing for you.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The signing will take place throughout the year, during or at the conclusion of a relevant programme of work.

See Resource B for information on quality signing.

Select and submit the final versions of at least two texts for assessment.

Resource A: Possible text scenarios

Category 1

My favourite:

* person such as singer, actor, sports-  
  person, family member
* place
* thing
* memory
* holiday destination.

Category 2

Reviews:

* film/book/show
* restaurant
* TV programme
* video game
* a new technology.

Category 3

How to:

* make a food item
* play a game/sport
* wear an item of national significance.

Category 4

Share an opinion on an issue:

* social such as driving age, alcohol, body art
* environmental such as pollution, endangered animals
* school such as rules, uniform, bullying.

***Category 5***

Get creative:

* retell a myth or legend with a moral
* sign a story based on a picture or a series of pictures
* sign a poem or a song.

***Category 6***

Real life accounts of:

* being a secondary student
* having a part-time job
* going on an exchange
* being a member of a sports team.

***Category 7***

Consumer corner:

* compare and contrast products, give advice on the best buy such as the best smart phone
* products or shops or companies to avoid or to use.

Resource B: Quality Signing

Quality signing:

* effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
* 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
* clearly sequences information and ideas
* uses connecting signs
* uses language expected at Level 7 of the NZ Curriculum. Your teacher will provide examples of language at this level.

Quality signing may also show knowledge of cultural aspects of Deaf in order to make comparisons where appropriate.

Communication is not hindered by inconsistencies in, for example, 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 91802 New Zealand Sign Language – Publish me!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student uses New Zealand Sign Language to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.  The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.  Communication is achieved overall, although it may be hindered by inconsistencies in some places.  The overall selection of text types is approximately 6 minutes.  For example:  [Film – 2.5B Publish me! - Achieved - NZSL](https://vimeo.com/155733819)  *The examples filmed are indicative samples only.* | The student uses convincing New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.  Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.  Communication is not significantly hindered by inconsistencies.  The overall selection of text types is approximately 6 minutes.  For example:  [Film – 2.5B Publish me! - Merit - NZSL](https://vimeo.com/155733846)  *The examples filmed are indicative samples only.* | The student uses effective New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.  Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.  Communication is not hindered by inconsistencies.  The overall selection of text types is approximately 6 minutes.  For example:  [Film – 2.5B Publish me! - Excellence - NZSL](https://vimeo.com/155733816)  *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.