

Internal Assessment Resource

Languages Level 1

This resource supports assessment against Achievement Standard 91795

**Standard title:** Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance

**Credits:** 5

**Resource title:** Which restaurant?

**Resource reference:** Languages 1.1B 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 | May 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 demonstrate thorough understanding of an NZSL text on an area of most immediate relevance.

You will need to select or create a text in NZSL that ensures achievement at each level of the standard is possible. The activity provided is only an example to show how evidence can be collected. To ensure the authenticity of student responses, the activity cannot be used without significant re-contextualisation, as the films and indicative responses are available online.

Students should have opportunities throughout the year to gather evidence of viewing and understanding New Zealand Sign Language. A single event would not provide enough evidence to adequately assess achievement against the standard.

Students will provide at least two pieces of evidence throughout the year. Final grades will be decided by the teacher using professional judgment based on a holistic examination of a minimum of two pieces of student evidence.

Conditions

This is an individual, in-class assessment task.

The task should be formatted with space for viewing notes as well as questions and space for answers.

Students will have been exposed to a variety of vocabulary and language structures specific to the chosen theme and relevant to Level 6 of the New Zealand Curriculum.

Resource requirements

Video recording equipment will be required for students answering in NZSL.

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/>.

URL for film: Which restaurant?

[Film – New Zealand Sign Language - Restaurant](https://vimeo.com/163622753)

This activity requires students to watch to a film of two friends discussing arrangements for a 16th birthday celebration and demonstrate thorough understanding of the discussion and complete a series of responses to questions. The film will be shown three times: the first time, the students will watch the film as a whole. The second and third times, students will view the film in sections, with a pause after each. Before the film begins, students will have a short time to preview the questions.

As students watch, they may make notes. You may choose to provide preformatted sheets for students to use when making their notes.

The questions can be answered in either NZSL or English or te reo Māori. However, answers given in NZSL must not be lifted directly from the film because the purpose of the task is to assess comprehension, not recall. Comprehension of information must be demonstrated.

Students who choose to answer in NZSL must be recorded in such a way that their responses are not able to be seen and copied by others who are doing the task at the same time.

**Questions**

**Question One**

Why did the students choose Kiwi Kai? Use information from the passage to explain the reasons for their decision.

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| Reasons for choosing Kiwi Kai |
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**Question Two**

There are pluses and minuses for the students’ decision to go to Kiwi Kai in Henderson. Use the information in the film to give full details of reasons for and against choosing Kiwi Kai and how they will overcome any problems.

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| Details about the decision to go to Kiwi Kai in Henderson |
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Student instructions

Introduction

This assessment activity requires you to demonstrate thorough understanding of a New Zealand Sign Language text on an area of most immediate relevance. You will view a film in NZSL then answer questions, give opinions and justify your responses. The context for this assessment is a conversation between two friends who are choosing a restaurant for a 16th birthday celebration.

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.

Teacher note: Other contexts could include different types of conversations. The contexts should be drawn from the teaching and learning programme so students are familiar with the language being viewed.

Task

You will be required to complete at least two viewing activities throughout the year. Each will be an individual in-class activity. You will view texts in NZSL and may answer questions in either English, te reo Māori or NZSL.

The evidence collected from these activities will be used to make a holistic judgement on your overall grade.

Successful viewing involves:

* understanding what you have viewed
* identifying the main information / ideas
* selecting the correct information to answer questions and justify your answers
* giving examples to show understanding.

Before the film begins you will have time to preview the questions. You will watch the film THREE times. Use the pauses to make viewing notes to help you answer the questions.

* The first time, you will watch the film as a whole.
* The second and third times, you will view the film in sections, with a pause after each.
* Before the film begins, you will have a short time to preview the questions.

You should attempt ALL the questions.

All work must be your own.

Assessment schedule: Languages 91795 New Zealand Sign Language - Which restaurant?

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.  The student submits evidence from at least two tasks in different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.  The student understands the overall message being conveyed in the films.  The student has lexical information largely correct and has understood the sense of the text without being able to develop explanatory answers.  For example (note this is a partial extract only):  Question 1   * *Buffet is good value.*   Or question 2   * *Cheap price, easy to get to.*   *The examples above are indicative samples only.* | The student demonstrates clear understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.  The student submits evidence from at least two tasks in different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.  The student demonstrates a clear understanding of the messages being conveyed in the films by selecting and unambiguously communicating relevant information, ideas and opinions from the films.  The student has developed an explanatory answer without indicating a grasp of fine detail and nuance.  For example:  Question 1   * *Buffet has variety, includes vegetarian food.*   Or question 2   * *Cheap price with a lunch special. Everyone lives nearby, easy to get to.*   *The examples above are indicative samples only.* | The student demonstrates thorough understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.  The student submits evidence from at least two tasks in different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.  The student demonstrates a thorough understanding of the messages being conveyed in the films by expanding with supporting detail on relevant information, ideas and opinions from the films.  The student shows understanding of nuance and meanings not necessarily stated obviously in the text.  For example:  Question 1   * *Buffet has many options (lists some), offers vegetarian food. You can go back for more, plus the birthday person is free.*   Or question 2   * *There are problems with one account per table because one person has to collect all the money and Jack needs reminding to bring his wallet.*   *The examples above 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.