

Internal Assessment Resource

Languages Level 1

This resource supports assessment against Achievement Standard 91798

Standard title: Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance

**Credits:** 5

Resource title: A Signing Community

**Resource reference:** Languages 1.5B 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 sign. |

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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 develop a portfolio in which they gather evidence of signing a variety of text types in effective New Zealand Sign Language. The students will keep all of their video recordings throughout the year and then select a minimum of two of their best and most effective pieces.

The context of this portfolio is that students create a community that could be:

* real, for example, students keep their own identities within the classroom community
* imagined, for example, students create a village
* virtual, for example, students create an online community.

For this portfolio, a variety of contexts and scenarios for video recordings are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you set a range of tasks that are for genuine purposes and that allow students to show their mastery of language.

The signing tasks could be in both free (spontaneous) and controlled (prepared) situations.

**Conditions**

Students will need to begin to record and store videos from the beginning of the assessment process, which may be as early as term 1, and manage the storage of their recordings.

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

Students should not include extracts from external sources without acknowledging the sources.

Provided a student’s video meets the communicative purposes of the tasks, the length may vary. It is suggested the total length of the portfolio is about three minutes. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit evidence of signing that represents their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

**Resource requirements**

If students create a vlog, they may need access to a computer.

Video recording technology 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 activity requires you to sign a variety of texts of different types in New Zealand Sign Language. All your signing will be based on a community that your class will create.

You are going to be assessed on how effectively you use New Zealand Sign Language to communicate personal information, ideas and opinions in a range of different text types.

Your teacher will provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

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**

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their signing before their final submission.

During the year, sign a variety of texts in New Zealand Sign Language to communicate personal information, ideas and opinions.

At the end of the assessment period, select your best work for assessment.

***Create a signing community***

As a whole class, create a community that is ideal for NZSL signers. This community should focus on

* everyone having equal access to and equal treatment in all parts of life.

The community may be:

* real, for example, you keep your own identity within the community
* imagined, for example, you create a community.
* virtual, for example, you create an online community.

***Signed texts***

Throughout the year, your teacher will provide a range of text types for you to use in New Zealand Sign Language. All of your signing will be linked to the community you have created.

Possible tasks could include:

* creating a vlog or signing a response to a vlog
* sharing personal information about characters of the community
* compiling a visual yearbook about the community
* providing information for homestay accommodation in the community
* sending a video message to another member of the community
* signing a news story, an advertisement, a review, a weather report, a feature article about the community
* creating visual promotional material about the community
* expressing your opinion about a YouTube video or an online auction
* signing rules for home, school, games, sport, the environment, sustainability
* signing a story, a plot for a novel, a film or TV script, or a history of the community.

Teacher note: Select different text types, as appropriate to the community. Use or adapt the examples to suit your context. Provide written details of the context and scenario throughout the year and in advance of the day the assessment activity takes place.

As you complete these signed texts, store them safely.

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

At the end of the assessment period, select a minimum of two of your best and most effective video recordings for your final portfolio for assessment. The suggested total length of your portfolio is three minutes, but quality is more important than quantity.

Include a variety of text types.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

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

**Assessment schedule: Languages 91798 New Zealand Sign Language – A Signing Community**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student signs a variety of text types in New Zealand Sign Language on areas of most immediate relevance.  The student provides a collection of at least two examples of signed texts.  The student texts are of different text types and are for genuine purposes.  The signed texts should total about three minutes.  The texts communicate basic personal information, ideas and opinions.  Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The student composes and organises information in a linguistically and culturally appropriate format and style.  Communication is achieved overall, although interaction may be hindered in some places by inconsistencies.  For example:  [1.5B A Signing Community – Achieved](https://vimeo.com/429805193)  *The examples filmed are indicative samples only.* | The student signs a variety of text types in convincing New Zealand Sign Language on areas of most immediate relevance.  The student provides a collection of at least two examples of signed texts.  The student texts are of different text types and are for genuine purposes.  The signed texts should total about three minutes.  The texts communicate basic personal information, ideas and opinions.  Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The texts show 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 that are fit for the purpose and audience of the tasks.  Communication is not significantly hindered by inconsistencies.  For example:  [1.5B A Signing Community - Merit](https://vimeo.com/429805233)  *The examples filmed are indicative samples only.* | The student signs a variety of text types in effective New Zealand Sign Language on areas of most immediate relevance.  The student provides a collection of at least two examples of signed texts.  The student texts are of different text types and are for genuine purposes.  The signed texts should total about three minutes.  The texts communicate basic personal information, ideas and opinions.  Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.  The texts show development of the information, ideas, and opinions that is controlled and integrated.  The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.  Communication is not hindered by inconsistencies.  For example:  [1.5B Signing community - Excellence](https://vimeo.com/429805277)  *The examples above 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.