

Internal Assessment Resource

Languages Level 3

This resource supports assessment against Achievement Standard 91823

Standard title: Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material

**Credits:** 3

Resource title: Positively different

**Resource reference:** Languages 3.2B 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 | January 2017  To support internal assessment from 2017 |
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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 select an environmental issue they would like their classmates to take action on in order to make a positive difference. They are required to prepare an effective presentation and deliver it to the class.

Students are required to give a critical response to stimulus material, which could be from, for example, the internet, other media or organisations and people working in the chosen area.

Examples of possible environmental issues are global warming, pollution, recycling, farming practices, deep sea oil drilling, or genetic modification of food.

Students can choose their own stimulus material and environmental issue, or you can provide it. Make sure the material will captivate your students’ interests and offer plenty of scope for them to engage with ideas in ways that are expected at level 8 of the curriculum.

The student can research their chosen environmental issue further, using other resources.

Conditions

This standard assesses the student’s ability to sign in front of an audience and has effective communication as its focus. Students can choose the audience for their presentation, for example, a vlog for other young NZSL users or a post for an online video channel.

Presentations will be recorded for assessment purposes. Provided a student’s presentation meets the communicative purpose of the task, the length may vary. A length is about 3-4 minutes is suggested. However, at all times quality is more important than quantity.

When delivering a presentation, students may have prepared notes, cue cards, props or other supporting material, but they may not read directly from notes. If they do so, they will not have met the standard.

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.

Methods for recording interactions could include using a smart phone, a tablet, a computer with suitable software or a video camera. The recording of the interactions must be of good enough quality to ensure all participants can be seen clearly. It must be stored in a safe and accessible location with secure backup.

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

Recording equipment.

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 3 Languages NZSL Conditions of Assessment  
  <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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Student instructions

Introduction

You are so concerned about an environmental issue that you believe action is necessary. This assessment activity requires you to prepare and give a signed presentation in which you explain and justify a viewpoint about the environmental issue and convince your classmates to take action. You are required to give a critical response to stimulus material relevant to the issue.

You will be assessed on how effective your presentation is.

Task

Prepare and give a clear presentation on the environmental issue you have chosen. Your preparation should include considering stimulus material from, for example, the internet, other media, or organisations or people working on the issue.

Your presentation must explain and justify a viewpoint. You should:

* include analysis, interpretation, or evaluation of the stimulus material,
* structure your argument logically and effectively to inform the audience and persuade them to accept your position,
* select and use a range of language and language features that fit the purpose of the presentation and the audience.

Your presentation could:

* discuss causes and effects of the issue, including how the issue has changed over time, the causes of these changes and the impact on society,
* the reasons this environmental issue should be important to others in your class,
* the benefits of taking action in response to the issue,
* a prediction of your classmates’ or society’s reactions to the issue,
* specific examples from the stimulus material and other related texts or images.

The above suggestions are just some of the ways in which you could communicate a critical response to stimulus material on the environmental issue. You may comment on other aspects and in different ways.

You will give your presentation to your class. It will be recorded for assessment and moderation purposes. It should be about 3-4 minutes in length, but quality is more important than length.

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 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.

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 presentation you may have prepared notes, cue cards, props or other supporting material, but you may not read directly from your notes. To do so will mean you have not met the standard.

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

At the specified time, deliver your presentation.

Assessment schedule: Languages 91823 New Zealand Sign Language – Positively different

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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 give a clear presentation in which a viewpoint on an environmental issue is explained and justified.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.  The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.  Communication is achieved overall, although it may be hindered by inconsistencies in some places.  The length of the presentation is about 3-4 minutes.  [3.2B Midway Seagull – Achieved](https://vimeo.com/429807096)  *The examples above are indicative samples only.* | The student uses New Zealand Sign Language to give a clear, convincing presentation in which a viewpoint on an environmental issue is explained and justified.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.  The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.  The language 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.  Communication is not significantly hindered by inconsistencies.  The length of the presentation is about 3-4 minutes.  [3.2B Midway Seagull – Merit](https://vimeo.com/429796728)  *The examples above are indicative samples only.* | The student uses New Zealand Sign Language to give a clear, effective presentation in which a viewpoint on an environmental issue is explained and justified.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.  The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.  The language 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.  Communication is not hindered by inconsistencies.  The length of the presentation is about 3-4 minutes.  [3.2B Midway Seagull – Excellence](https://vimeo.com/429807157)  *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.