

Internal Assessment Resource

Languages Level 3

This resource supports assessment against Achievement Standard 91824

Standard title: Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

Resource title: Cultural challenges

**Resource reference:** Languages 3.3B 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 2017To 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. |

Internal Assessment Resource

Achievement standard: 91824

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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**

The contexts for this activity are cultural challenges for NZSL users. The activity requires students to interact using effective NZSL to explore and justify varied ideas and perspectives. Students submit a portfolio of at least two interactions for assessment. Each person’s contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

Four scenarios are provided. Successful tasks are adapted from the scenarios to make them relevant to your students and to reflect their interests. It is important each scenario is capable of offering varied ideas and perspectives.

The context for each interaction must be different and involve different participants so that students have the opportunity to use a variety of language and language features. Examples could include: an interaction between students, one between the student and a native signer or one between the student and you. Consult with students when making decisions about participants or media, for example, whether the interaction is face-to-face or using communication technology.

This task could be used in conjunction with Achievement Standard 91825 *Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives.* In other words, students could be assessed for their interactions and their signing for a variety of purposes using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

Conditions

Although interactions will be in pairs or groups, each student’s work must be assessed individually.

Students will be rewarded for contributing to, maintaining and sustaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of language and conversational strategies appropriate to the audience and purpose in order to explore and justify varied ideas and perspectives in different situations.

Your overall judgement will be made on the basis of the total evidence contained in the recordings and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

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>

Internal Assessment Resource

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Student instructions

Introduction

This assessment activity requires you to take part in a minimum of two interactions in New Zealand Sign Language.

Interactions will be in pairs or groups, but your work will be digitally recorded and assessed individually. You are to take part in and digitally record at least two signed interactions about cultural challenges for NZSL users.

Four possible scenarios are provided.

In your interactions, you should:

* show you are taking an active part in the discussion,
* spontaneously maintain and sustain the interaction without rehearsal,
* skilfully select and use a range of language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use New Zealand Sign Language to explore and justify varied ideas and perspectives.

It is suggested that your interactions total about 4 minutes, but quality is more important than length.

You may not use flash cards or a pre-learnt interaction, but you may use materials that are authentic and appropriate to the context, for example, a map or an image.

All contributions must be your own.

You may not use any language from the language samples in the assessment schedule unless it has been significantly altered. Because this standard assesses interaction, the language you use should fit naturally into the discussion.

Interactions will take place throughout the year, during or at the end of a relevant programme of work.

Task

In consultation with your teacher, select a minimum of two of the following scenarios for your interactions. The scenarios are suggestions only and should not limit your ideas.

Teacher note: For each scenario, consult with students about suitable pairs, groups, and media for example, face-to-face or using technology. The following contexts are examples only. If possible, add one or more of your own, reflecting areas that are a focus of the teaching and learning programme, or specific class experiences during the year.

In your interactions, aim to:

* sign clearly, so your meaning is understood,
* demonstrate a degree of fluency and spontaneity by maintaining and sustaining interactions without previous rehearsal,
* use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification,
* make appropriate use of cultural conversation such as courtesies and gestures.

### *Deaf film club*

You belong to a Deaf film club. Discuss the issues/themes raised by a film you have seen with other members of the film club.

In your interaction, you should explore and justify varied ideas and perspectives.

You could:

* discuss varied perspectives on the issue/theme presented in the film,
* discuss varied perspectives of film reviewers,
* consider the effectiveness of the film as an example of its genre,
* offer evidence about the appropriateness of the film for use in school,
* evaluate the quality of the acting or direction.

The suggestions above are just some aspects of a film you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

### *Celebrate NZSL week*

Your school is running an event to celebrate New Zealand Sign Language Week. Your NZSL class has been given the task of organising an activity to celebrate Deaf culture and engage hearing people with it. Discuss how you could do this.

In your interaction, you should explore and justify varied ideas and perspectives about NZSL week celebrations.

You could:

* discuss issues of fundraising and sponsorship and how the money raised could advance the aims of the week,
* decide on the activities that will happen,
* review positive and negative features of the celebration,
* consider reasons for inviting a Deaf performer or VIP,
* predict the benefits of the week to the school and community.

The suggestions above are just some aspects of NZSL week could discuss. In your interaction, you could discuss different aspects, but you must engage with ideas in ways that are expected at level 8 of the curriculum.

### *A Deaf sports team comes to stay*

Members of a basketball team from USA will be billeted in your town for an international Deaf basketball competition. Your language class wants to show support for the New Zealand Deaf team by welcoming the visitors. Discuss ways to welcome and support the US team.

In your interaction, you should explore and justify varied ideas and perspectives.

You could discuss:

* varied ideas on ways to welcome the team and ongoing ways to support them,
* predictions of the team’s views of New Zealand,
* features of life in New Zealand that would be worth sharing,
* New Zealanders’ varied attitudes towards overseas visitors,
* New Zealanders’ love of sport and of basketball in particular and whether you personally share this view.

The suggestions above are just some aspects of welcoming the team you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

***Communicating in another sign language***

Imagine you and a friend are going to be exchange students in a school for Deaf in the USA, where American Sign Language (ASL) is used. Discuss the exchange, the communication challenges you will meet, and how you can prepare.

In your interaction, you should explore and justify varied ideas and perspectives.

You could:

* talk about the advantages and disadvantages of the exchange for the Deaf community in New Zealand,
* consider how you will deal with communicating in ASL,
* predict the issues that might arise on the exchange and how you will prepare for them,
* consider the nature of US society and its impact on Deaf culture there.

The suggestions above are just some aspects of the exchange you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

Assessment schedule: Languages 91824 New Zealand Sign Language – Cultural challenges

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student interacts using NZSL to explore and justify varied views and perspectives in different situations.The student provides recordings of at least two signed interactions in different situations. The student’s overall contribution to the total interactions is about 4 minutes.The student takes an active part in the interactions by accounting for and sustaining their own views.The student maintains and sustains the interaction without previous rehearsal. Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.Cultural conventions are used where appropriate.Communication is achieved overall, although interactions may be hindered in some places by inconsistencies. [3.3B Interaction -- Achieved](https://vimeo.com/429797146)*The examples above are indicative samples only.**Discussion of a movie released.* | The student interacts using convincing NZSL to explore and justify varied views and perspectives in different situations.The student provides recordings of at least two signed interactions in different situations. The student’s overall contribution to the total interactions is about 4 minutes.The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the idea and perspectives of others.The student uses a range of language that is fit for purpose and audience. The student is generally successful in selecting from a repertoire of language features and strategies to maintain the interaction. Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification. Cultural conventions are used where appropriate.Interactions are not significantly hindered by inconsistencies. [3.3B Interaction – Merit](https://vimeo.com/429797221)*The examples below are indicative samples only.* | The student interacts using effective NZSL to explore and justify varied views and perspectives in different situations.The student provides recordings of at least two signed interactions in different situations. The student’s overall contribution to the total interactions is about 4 minutes.The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the idea and perspectives of others.The student successfully uses a range of language that is consistently fit for purpose and audience. The student skilfully selects from a repertoire of language features and strategies to maintain the interaction. Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.Cultural conventions are used where appropriate.Interactions are not hindered by inconsistencies.[3.3B Interaction – Excellence](https://vimeo.com/429807287)*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.