

Internal Assessment Resource

Languages Level 3

This resource supports assessment against Achievement Standard 91825

Standard title: Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives

**Credits:** 6

Resource title: Youth issues

**Resource reference:** Languages 3.5A 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 consider issues for young people. In this context, they produce a minimum of two pieces of signing for different audiences and purposes.

This resource provides three scenarios, from which students select a minimum of two. 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 and plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91824 *Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations*. In other words, students could be assessed for their interactive signing and their signing of a variety of text types, 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

Students need to be made aware of the success criteria, the level of language and the depth of thinking required at level 8 of the NZ Curriculum. Feedback and feed-forward are part of normal classroom practice and give a clear indication to students of the level at which they are working.

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, revising and editing, only the final text is required as evidence. Students could be asked to keep earlier versions in case authenticity needs to be established.

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 6-8 minutes. At all times quality is more important than quantity.

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.

Methods for recording signing 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 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

You could support students with accessing and using a range of resources to help them draft and revise their signing, for example, search engines, word lists, online sign language dictionaries, textbooks, and grammar notes.

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 a young person who is concerned about specific issues affecting young people in society. In this context, you are required to produce a minimum of two signed texts for different audiences and purposes.

You will be assessed on how effectively you use New Zealand Sign Language to explore and justify a variety of ideas and perspectives in your signed texts.

Task

You are a young person living in a constantly changing world. In consultation with your teacher, choose text types for at least two of the three scenarios given. The scenarios are suggestions only and should not limit your ideas.

Use your language and cultural knowledge to create texts that are appropriate for your chosen audience. Ensure the content is informed, well-organised and fit for purpose and audience.

The length of the texts may vary. The total length across the texts should be approximately 6-8 minutes. However, quality is more important than quantity. Make sure your signed texts collectively demonstrate the quality and depth of thinking needed for this standard.

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

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.

You may include ideas and information from sources other than your own direct experience, for example, research, articles, films, or discussions with native signers.

However 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.

In your signing, you should:

* explore and justify varied ideas and perspectives,
* use language and language features that are appropriate for purpose and audience.

Across the texts, you should:

* sign clearly so you communicate your intended meaning,
* use language that is controlled and integrated,
* make appropriate use of New Zealand Curriculum level 8 communication skills, language knowledge and cultural knowledge.

Youth Parliament

Every year, 120 young people are chosen to be representatives in a Youth Parliament in Wellington. Each MP chooses a young person to represent them and their community. MP’s use different selection methods. Some applicants are asked to prepare speeches on pre-set topics, others are asked to record a video or attend interviews. Some MPs even used social media to get the local community voting for their Youth MP.

<http://www.myd.govt.nz/news/2015/youth-parliament-2016-members-announced.html>

Chose an application method and an issue you feel strongly about. Sign an application to your local MP, outlining the reasons you and your issue deserve to be represented in the Youth Parliament. In your application, you must explore and justify varied ideas and perspectives.

In your application, you could:

* discuss your motivation for becoming a youth parliamentarian,
* present the issue that you would like the opportunity to debate,
* consider causes and effects of the issue,
* present justifications or evidence for your own ideas on the issue,
* evaluate and give explanations or evidence to support or challenge the views of others
* analyse and evaluate possible solutions for the problem.

Saving the environment – achievable or not?

You are passionate about saving the environment but have noticed some young people behave as if they don’t care. Sign a persuasive text designed to inspire young people to join you in taking action. In your text, you must explore and justify varied ideas and perspectives.

You could

* examine your own motivation and beliefs about the environment,
* consider reasons young people may behave as if they don’t care about the environment,
* present advantages for taking action,
* explore behaviour changes and ways to support each other to make changes,
* offer justified challenges to those reluctant to change.

Technology and interpersonal communication

You have noticed in social situations that many people are using personal technology instead of focussing on the people they are with. Sign a text that challenges such behaviour. In your text, you must explore and justify varied ideas and perspectives.

You could:

* consider reasons people use personal technology at social events,
* justify varied views on effects of personal technology on face to face communication,
* explore and challenge the views of others, such as those who use technology or those who do not have technology or people of an older generation,
* research, analyse and evaluate trends in effects of the use of technological devices on interpersonal communication.

Assessment schedule: Languages 91825 New Zealand Sign Language – Youth Issues

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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 text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives.  The student provides recordings of at least two different text types which have been created for different audiences and purposes.  The total length of the text types is approximately 6-8 minutes.  Across the texts, the student explores and justifies varied ideas and perspectives. This is done by:   * evaluating and giving explanations or evidence to support their own ideas and perspectives * supporting or challenging the ideas and perspectives of others.   The texts:   * consist of content that is informed and fit for purpose and audience * are organised in a linguistically appropriate format and style * make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.   Communication is achieved overall despite inconsistencies.  [3.5A Technology – Achieved](https://vimeo.com/429797285)  *The examples above are indicative samples only.* | The student signs a variety text types in clear convincing New Zealand Sign Language to explore and justify varied ideas and perspectives.  The student provides recordings of at least two different text types which have been created for different audiences and purposes.  The total length of the text types is approximately 6-8 minutes.  Across the texts, the student explores and justifies varied ideas and perspectives. This is done by using language that is generally credible and connected to:   * evaluate and give explanations or evidence to support their own ideas and perspectives * support or challenge the ideas and perspectives of others.   The texts:   * demonstrate use of a range of language and language features that are fit for purpose and audience * are organised in a linguistically appropriate format and style * make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.   Communication is not significantly hindered by inconsistencies.  [3.5A Technology – Merit](https://vimeo.com/429797402)  *The examples above are indicative samples only.* | The student signs a variety text types in clear effective New Zealand Sign Language to explore and justify varied ideas and perspectives.  The student provides recordings of at least two different text types which have been created for different audiences and purposes.  The total length of the text types is approximately 6-8 minutes.  Across the texts, the student explores and justifies varied ideas and perspectives. This is done by using language that is controlled and integrated to:   * evaluate and give explanations or evidence to support their own ideas and perspectives * support or challenge the ideas and perspectives of others.   The texts:   * demonstrate capable selection and successful use of a range of language and language features that are fit for purpose and audience * are organised in a linguistically appropriate format and style * make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.   Communication is not hindered by inconsistencies.  [3.5A Technology – Excellence](https://vimeo.com/429797338)  *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.