****

**NCEA Level 3 Languages**

**Conditions of Assessment**

**General Information**

|  |  |
| --- | --- |
| **Subject Reference** | TARGET Language |
| **Domain** | TARGET Language |
| **Level** | 3 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

**Specific Information for Individual Internal Achievement Standards**

|  |  |
| --- | --- |
| **Achievement Standard Number** | **3.2** |
| **Title** | Give a clear spoken presentation in TARGET LANGUAGE that communicates a critical response to stimulus material  |
| **Number of Credits** | 3 |
| **Version** | 1 |

This achievement standard involves explaining and justifying a viewpoint in culturally appropriate spoken target language.

## Sufficiency of Evidence

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

It is suggested that the presentation be approximately 2-3 minutes.

Where a presentation is made by a group, each person will be assessed individually.

**Collection of Evidence**

Digital audio or video evidence are suitable ways of collecting evidence.

**Prompts**

Communication is the focus of the assessment. The presentation may be supported by prepared notes, cue cards, props, other supporting material, a copy of the text, but not read verbatim and in its entirety.

Aids to memory such as those suggested above should not detract from the presentation.

**Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation. This may be on the written or oral aspects of the presentation.

Teacher feedback and feed forward on student’s drafts should be holistic to ensure the final presentation remains a true representation of the student’s ability. More than one opportunity for feedback could compromise authenticity.

**Presentation**

This standard assesses the student’s ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a Youtube clip, a speech competition, a podcast to an exchange school.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **3.3** |
| **Title** | Interact clearly using spoken TARGET LANGUAGE to explore and justify varied ideas and perspectives in different situations |
| **Number of Credits** | 6 |
| **Version** | 1 |

This achievement standard involves finding out about, evaluating, accounting for and sustaining own views, and giving explanations or evidence to support or challenge the ideas and perspectives of others.

**Sufficiency of Evidence**

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

Two minutes is a suggested guideline for appropriate length.

Where an interaction involves more than one person being assessed, each person will be assessed individually.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations. Features of interactions which contribute to natural communication include such things as:

* referring back to things that have already been said
* clarifying
* negotiating meaning
* using colloquial and formulaic expressions appropriate for the contexts.

**Collection of Evidence**

Evidence of at least one interaction should be collected by digital audio or video recording.

**Feedback and Feed Forward**

Teacher feedback and feed forward after listening to interactions may improve students understanding of the interaction criteria for future interactions.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **3.5** |
| **Title** | Write a variety of text types in clear TARGET LANGUAGE to explore and justify varied ideas and perspectives |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves accounting for and sustaining own views and finding out about, evaluating and giving explanations or evidence to support or challenge the ideas and perspectives of others

**Evidence**

A range of commonly used resources may be used to support drafting and reworking. These include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers. Students need to write texts to fulfil communicative intents that are as realistic as possible.

**Sufficiency of Evidence**

A variety of texts involves at least two pieces of writing.

Tasks should provide opportunities for students to demonstrate language in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

500 words, 1000 kana or 500 Chinese characters is a suggested guideline for this standard.

**Collection of Evidence**

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level reasonably consistently rather than accidentally and occasionally. Selection of evidence would be made by the student. The final selection is considered as a whole for grade allocation.

**Feedback and Feed Forward**

Teacher and/or peer feedback and feed forward may be provided where drafting and reworking is a feature of the writing task.

Teacher feedback and feed forward on student’s drafts should be holistic to ensure the final product remains a true representation of the student’s ability. More than one opportunity for feedback could compromise authenticity.