

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91801

Standard title: Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations

**Credits:** 5

Resource title: Interact

**Resource reference:** Languages 2.3B 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 | 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 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

The contexts for this activity are the school ball, winning Lotto, being healthy and the best place in the world. This activity requires students to interact using effective New Zealand Sign Language to share information and justify ideas and opinions in different situations including the opinions of others. They will present a portfolio of a minimum of two interactions for assessment. Each student’s personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

If you have access to a native signer, one of the interactions could take place between the student and the native signer.

The interactions should be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Conditions

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

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

Students will be rewarded for contributing to and maintaining 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 appropriate language and conversational strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Provide specific details on

* recording interactions using an electronic device
* naming files
* storing files
* backing files up securely in accordance with your school’s NCEA policies and procedures.

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.

Additional information

This 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 2 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>.

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Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two interactions conducted 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 from those suggested.

In your interactions you will:

* select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience
* express and justify opinions with examples and references
* begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you
* use your language and cultural knowledge to communicate and interact appropriately with your audience.

You are going to be assessed on how effectively you interact using NZSL to share information and justify ideas and opinions in different situations.

Your interactions must be recorded. Methods include using a smart phone, a tablet, a computer with suitable software and a video camera. The recording of these interactions must be of good enough quality to ensure that all participants can be seen clearly. The recording must be stored in a secure, accessible location.

Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions will not be evaluated individually but altogether as a single piece of evidence. Your personal contribution to the interactions should total about four minutes, but quality is more important than quantity.

Use conversational strategies, where appropriate. These are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own.

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

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

Task

Participate in and record at least two of the following interactions. These are only suggestions about what you might discuss.

Teacher note: The following four contexts are examples only. If possible, add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

School ball

The school ball has just come and gone. According to your school’s website, it was a roaring success. Perhaps you were there and agree; perhaps you did not go and want to find out if the report is true; perhaps you are on next year’s organising committee and want to ensure its success; perhaps you went and had a terrible time! In a small group, share your experiences and views. You could, for example, discuss:

* research into other students’ opinions or their experiences
* the choice of venue and theme
* the choice of music
* the dancing, and how people “got into it”
* the atmosphere, clothes
* surprises or scandals
* how it could be improved in the future.

Instead of the school ball, you could discuss any other school event. For example, Stage Challenge, rugby or basketball final, kapa haka competition, annual sports exchange, the school production or Shakespeare competition.

Dreams are free

Discuss with a friend what you would do if you won Lotto. You could, for example, talk about:

* how you would invest some of the money
* what you would/would not buy
* where you would live and why
* whether you would give some of your winnings to others
* how your win might affect relationships with family and friends
* how your win might change you as a person
* how your win might influence your future.

Health and lifestyles

Talk about your current lifestyle with a friend. You could, for example, discuss:

* what exercise you currently do (Has this changed? Is it enough?)
* what research says about healthy living
* your diet (eating habits)
* how you use your leisure time
* paid or voluntary work that you do on a regular basis
* good and bad habits
* what improvements you would like to make
* any health issue you are passionate about (for example, smoking).

My place is best!

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend, and justify your choice.

Alternatively, you could debate the merits of two cities or towns in New Zealand, or the merits of living in a town or city versus living in the country.

You could debate, for example:

* information about your chosen place
* the physical attractions of your rival places
* their leisure and/or cultural amenities
* lifestyle factors
* opportunities
* how your choice of place reflects your personality or values.

Submit the recordings of a minimum of two interactions for assessment.

Assessment schedule: Languages 91801 New Zealand Sign Language – Interact

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student interacts using New Zealand Sign Language to share information and justify ideas and opinions.  The student provides recordings of at least two signed interactions in different situations with realistic purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.  For example:  [Film – 2.3B Interact - Achieved - NZSL](https://vimeo.com/155732745)  *The examples filmed are indicative samples only.* | The student interacts using convincing New Zealand Sign Language to share information and justify ideas and opinions.  The student provides recordings of at least two signed interactions in different situations with realistic purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  A range of language is used that fits the specific purpose and audience of each interaction.  The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Interactions are not significantly hindered by inconsistencies.  For example: [Film – 2.3B Interact - Merit - NZSL](https://vimeo.com/155732764)  *The examples filmed are indicative samples only.* | The student interacts using effective New Zealand Sign Language to share information and justify ideas and opinions.  The student provides recordings of at least two signed interactions in different situations with realistic purposes.  The student’s overall contribution to the total interactions is about 4 minutes.  A range of language is used that consistently fits the specific purpose and audience of each interaction.  The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.  Interactions are not hindered by inconsistencies.  For example:  [Film –2.3B Interact - Excellence - NZSL](https://vimeo.com/155732769)  *The examples filmed 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.