

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

Resource title: The moral of the story

**Resource reference:** Languages 2.5A 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 2025To support internal assessment from 2025 |
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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

A group of exchange students is coming to New Zealand to experience life, language, and culture. Your students are to billet them.

This activity requires students to sign a variety of text types in NZSL to introduce the exchange students to the school and New Zealand prior to their arrival and to keep in touch after they leave.

After consultation with you, students will sign a number of texts, including at least one from each list in Resource A.

Using this same theme, you might also collect evidence for the presentation standard, for example, about the school (buildings/subjects/people), things to do in your town, a welcome speech, or a documentary style presentation of our education system.

Conditions

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 preparation include brainstorming, outlining, drafting, revising, and proof reading, only the final signing is required as evidence (though students could be asked to save earlier signing in case authenticity needs to be established).

Signing must be presented as electronic files.

A system needs to be devised for collating this evidence, for example, on the school intranet, or other digital storage. This could be negotiated with students.

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 4-6 minutes.

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.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

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.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student’s work.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words
* do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Resource requirements

A range of resources to support drafting and reworking could include the NZSL dictionary app, NZSL resource books, search engines, and people (friends, family, or native signers).

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 assessment activity requires you to sign a minimum of two texts that convey information, ideas, and opinions for exchange student users of sign language who are coming to New Zealand.

You are going to be assessed on how effectively you use NZSL to communicate opinion(s) and/or information, and/or ideas in at least two different text types.

Task

A group of exchange student users of sign language is coming to New Zealand to experience life, language, and culture. You and your family are to billet a student and introduce her/him to school and to New Zealand.

This assessment activity requires you to communicate with your exchange student using NZSL before she/he arrives and to keep in touch after they have left.

The length of the texts may vary. The total length (across the texts) should be approximately four to six minutes. However, quality is more important than quantity.

The work you submit must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student’s work.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words
* do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

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

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

Teacher note: Insert date for final submission here.

In consultation with your teacher, choose at least one text type from each of the lists in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the visitor. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your signing over time. You may use resources such as the NZSL dictionary app, NZSL resource books, search engines, and people (friends, family, or native signers) but you may not ask someone else to correct your signing.

See Resource B for information on quality signing.

Select and submit the final version of a minimum of two texts for assessment. Texts must be submitted in electronic form.

Save all drafts of your signing. You may be asked to verify the authenticity of your work by doing further signing in class time.

Resource A: Possible text scenarios

LIST A

1. Sign a vlog to your billet introducing yourself, family, leisure activities, and hopes for the future.
2. List ten things they need to bring to New Zealand with them and give reasons.
3. Sign a presentation using an annotated map of the school, giving locations and subject information.
4. Explain a school day and week in New Zealand.
5. Make a chart of all holidays in New Zealand and sign a paragraph to explain the significance of a New Zealand public holiday, for example, Waitangi Day.
6. Research and sign a paragraph of three “must do” activities in your area.
7. Share your opinions for numbers 4, 5, or 6 on a class vlog or online discussion forum.

LIST B

1. Make a mini online NZSL dictionary explaining common Kiwi expressions and idioms.
2. Sign hot tips on “What to Do” or “What Not to Do”, for example, how to dress for different occasions, behave in the classroom, and/or at a rugby match.
3. Explain how to get around, for example, public transport.
4. Sign a presentation about our currency, purchasing power and value for money.
5. Explain support systems available in your school, for example, the nurse, dean, or counsellor.
6. Sign a fun multi-choice quiz, for example, “Are you a typical Kiwi?” with a summary underneath for those who have mostly A, mostly B, mostly C answers.
7. Sign a vlog to your billet explaining some aspects of kiwiana and explain some of the things they can expect to see/do or try (for example, swimming between the flags, eating a hangi, not going to school on Saturday morning, and so on).

LIST C

After the exchange group has left:

1. Retell a traditional story in your own words, and explain the moral of the story, for sharing with your billet.
2. Sign a presentation on the benefits of language learning or student exchanges.
3. Contribute to your school website in NZSL, for example, key personnel, daily/weekly organisation, timetable, sports, cultural, musical activities, so that next year’s exchange students can get information prior to their visit.
4. Describe and comment on a current event in New Zealand for sharing with your billet.

Resource B: Quality signing

Quality signing:

* effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* clearly sequences information and ideas
* uses connecting words
* uses language expected at Level 7 of the NZ Curriculum (Your teacher will provide examples of language at this level).

Quality signing may also show knowledge of cultural aspects of Deaf culture in order to make comparisons where appropriate.

Communication is not hindered by inconsistencies in, for example, articulation of signs, vocabulary choice, sign order (syntax), facial grammar and expression, use of space for reference, fluency and pace of delivery.

Assessment schedule: Languages 91802 New Zealand Sign Language – The moral of the story

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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 communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts. The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience for each text type. Communication is achieved overall, although it may be hindered by inconsistencies in some places. The overall length of text types is approximately 4-6 minutes.For example:[Film – 2.5A The moral of the story - Achieved - NZSL](https://vimeo.com/155735973)The examples filmed are indicative samples only. | The student uses convincing New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts. Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features is used that fit the specific purpose and audience for each text type. Communication is not significantly hindered by inconsistencies.The overall length of text types is approximately four to six minutes. For example:[Film – 2.5A The moral of the story - Merit - NZSL](https://vimeo.com/155733822)The examples filmed are indicative samples only. | The student uses effective New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts. Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features is capably selected and successfully used to fit the specific purpose and audience for each text type. Communication is not hindered by inconsistencies. The overall length of text types is approximately 4-6 minutes. For example:[Film – 2.5A The moral of the story - Excellence - NZSL](https://vimeo.com/155733826)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.