****

**NCEA Level 3 Languages**

**Conditions of Assessment**

**General Information**

|  |  |
| --- | --- |
| **Subject Reference** | Languages |
| **Domain** | New Zealand Sign 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, vlogs or film) or a portfolio of evidence.

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** | **91822 New Zealand Sign Language 3.1** |
| **Title** | Demonstrate understanding of a variety of extended New Zealand Sign Language texts.  |
| **Number of Credits** | 5 |
| **Version** | 1 |

This achievement standard involves viewing a range of texts and showing understanding by expanding on relevant information and varied perspectives from the texts with supporting detail.

Contexts for the text types should arise naturally from teaching and learning. The language in the texts viewed should not be in advance of curriculum level 8. At this level students will show evidence of understanding language in extended texts that share information and varied perspectives on both concrete and abstract matters.

**Structure of the tasks**

Tasks should provide opportunities for students to demonstrate understanding across a range of texts for a range of purposes, and enable achievement at all levels. Student understanding will be demonstrated in response to a question or questions about the text.

**Assessing the collection of evidence**

The grade will be awarded for the collection of responses to texts assessed as a whole, i.e. each response will not be assessed individually, rather the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level rather than accidentally and occasionally.

Provided the evidence demonstrates the required understanding the length of evidence may vary. However, at all times quality is more important than quality.

**Time**

The sample tasks suggest the time for each text viewed should be about four to five minutes.

**Sufficiency of evidence**

A variety of extended New Zealand Sign Language texts involves at least two texts.

**Language**

Whether a student answers in English, te reo Māori or New Zealand Sign Language, incorrect language or grammar will only affect the award of a grade if the student’s understanding of the text is not clear.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91823 New Zealand Sign Language 3.2** |
| **Title** | Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material  |
| **Number of Credits** | 3 |
| **Version** | 1 |

This achievement standard involves communicating a critical response by explaining and justifying a viewpoint in New Zealand Sign 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 3-4 minutes.

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

**Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase 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.

Communication is the focus of the assessment. The presentation may be supported by prepared notes, cue cards, props, and other supporting material but they may not read directly from notes.

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

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91824 New Zealand Sign Language 3.3** |
| **Title** | Interact clearly using NZ Sign 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.

Four 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 should be collected by digital video recording.

**Feedback and Feed Forward**

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

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91825 New Zealand Sign Language 3.5** |
| **Title** | Sign a variety of text types in clear new Zealand Sign Language to explore and justify varied ideas and perspectives |
| **Number of Credits** | 6 |
| **Version** | 1 |

This achievement standard involves signing texts and evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.

**Text type**

The context and/or purpose and/or text type will be different for each piece.

**Evidence**

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

**Sufficiency of Evidence**

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

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.

Six to eight minutes is a suggested guideline for appropriate length.

**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 signing 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.

Accuracy is not a criterion of the standard and not an expectation for Excellence. Most second language learners make errors. Complex language, with few or no errors, may indicate that too much feedback has been given.