****

**EXPIRED**

**NCEA Level 1 Languages**

**Conditions of Assessment**

**General Information**

|  |  |
| --- | --- |
| **Subject Reference** | TARGET Language |
| **Domain** | TARGET Language |
| **Level** | 1 |

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** | **1.2** |
| **Title** | Give a spoken presentation in TARGET LANGUAGE that communicates a personal response  |
| **Number of Credits** | 4 |
| **Version** | 2 |

This achievement standard involves using TARGET LANGUAGE to give a spoken presentation that communicates a personal response.

**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.

One minute is a suggested guideline for appropriate length.

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/in its entirety.

Aids to memory such as those suggested above should enhance and 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** | **1.3** |
| **Title** | Interact using spoken TARGET LANGUAGE to communicate personal information, ideas and opinions in different situations |
| **Number of Credits** | 5 |
| **Version** | 2 |

This achievement standard involves a range of spoken interactions in TARGET LANGUAGE to share personal information and opinions in personal and transactional situations.

**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.

A total of three minutes speaking time is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

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**

The interactions could involve pair, group or class based interactions, which may be ‘free’ and/or ‘controlled’ production (*Ellis, 2005*).

It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.

It is expected that at least one piece of evidence will be in digital format.

Records of evidence could be digital recordings in various formats e.g. video, cell phone, or other appropriate digital formats.

**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** | **1.5** |
| **Title** | Write a variety of text types in TARGET LANGUAGE on areas of most immediate relevance  |
| **Number of Credits** | 5 |
| **Version** | 2 |

This achievement standard involves writing a variety of texts to communicate in TARGET LANGUAGE for genuine purposes with the support of resources.

**Evidence**

A range of commonly used real life resources which may be used to support drafting and reworking could include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers.

**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.

300 words, 600 kana or 300 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. Types of written evidence could be handwritten or electronic. The final selection is considered as a whole for grade allocation.

Stages of writing may include brainstorming, outlining, drafting, revising, proof-reading and final draft. The selection of evidence will showcase the individual’s final work.

**Feedback and Feed Forward**

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.