

Internal Assessment Resource

Languages Level 1

**EXPIRED**

This resource supports assessment against Achievement Standard 91796

Standard title: Give a presentation in New Zealand Sign Language that communicates a personal response

**Credits:** 4

Resource title: On Exchange!

**Resource reference:** Languages 1.2A 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 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

This activity requires students to give an effective presentation in NZSL, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a signed presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

Conditions

Presentations will be given in front of the class and recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity.

Provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment will be required.

Additional information

This resource 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 1 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>.

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Student instructions

Introduction

This assessment activity requires you to give a presentation in NZSL, expressing personal information, ideas, and opinions.

You are going to be assessed on how effectively your presentation in New Zealand Sign Language communicates information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation will be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your signed presentation.

Your teacher will tell you how your presentation will be recorded and stored.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Task

Your class has won a prize offered by Deaf Aotearoa – an exchange trip to visit a Deaf school. The association would like you to give a presentation, either to your exchange class or to your own class on your return. Prepare and give an effective signed presentation in NZSL in which you communicate personal information, ideas and opinions about this exchange trip.

In your presentation, aim to:

* use language and language features that are fit for the purpose of the presentation and the audience
* control and integrate the language and language features
* minimise inconsistencies (for example in articulation of signs, vocabulary, sign order, facial grammar and expressions, use of space for reference, fluency and pace of delivery) that could hinder communication.

Possible signed presentations could include but are not limited to the following.

On exchange

* A self-introduction, including your personal details, hobbies, interests, and your hopes and wishes for your time at the Deaf school.
* An autobiography of your life so far, for example, using a photo album (paper or digital) to talk to the Deaf students at the school or your host family about your life, both past and present, and family.
* A description of a typical school day for a teenager from where you live, using yesterday or tomorrow as examples of your own day.
* A presentation on your hometown, including what you hope they will do when they come to visit your school.
* An explanation about what you do in your free time or on the weekend, giving an example of what you did last weekend or hope to do next weekend.
* A thank-you to your host family or host school, with special mention of what was your favourite part of the trip.

On return to your school

* A presentation on the trip, describing where you went, what you did, saw, ate, and so on.
* Your experiences and impressions of a Deaf school or family life, with examples from your time there.
* A presentation of unique local things you discovered while on the trip.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

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

You can use prepared notes, cue cards, props, or other supporting material. But you must not read directly from your notes. If you read directly from your notes, you will not meet the standard.

Assessment schedule: Languages 91796 New Zealand Sign Language – On Exchange!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student gives a presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  Communication is achieved overall, although it may be hindered by inconsistencies in some places.  For example:  [1.2A Virtual Exchange - Achieved - NZSL](https://vimeo.com/155731355)  *The examples filmed are indicative samples only.* | The student gives a convincing presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is generally credible and connected.  The student selects and uses language and language features that are fit for purpose and audience.  Communication is not significantly hindered by inconsistencies.  For example:  [1.2A Virtual Exchange - Merit - NZSL](https://vimeo.com/155725393)  *The examples filmed are indicative samples only.* | The student gives an effective presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.  The signed presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is controlled and integrated.  The student capably selects and successfully uses language and language features fit for purpose and audience.  Communication is not hindered by inconsistencies.  For example:  [1.2A Virtual Exchange - Excellence - NZSL](https://vimeo.com/155725391)  *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.