

Internal Assessment Resource

Languages Level 1

**EXPIRED**

This resource supports assessment against Achievement Standard 91797

Standard title: Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations

**Credits:** 5

Resource title: Interactions in the Community

**Resource reference:** Languages 1.3B 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 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 interact using effective New Zealand Sign Language to communicate personal information, ideas and opinions in different situations. A range of their signed interactions in a variety of situations will be recorded and presented for assessment.

The type of interaction will depend on the scenario or activity chosen. Guide students about the types of interactions they might have, and/or create or adapt interactions to suit the topic being studied at the time.

Provide or ensure students select for themselves situations that allow them to show their control of language. Include a range of interactions that involve free, meaning-focused language production, as well as more controlled and form-focused production. It is not appropriate for students to learn, rehearse, and then present scripted role plays.

Conditions

Students will need to begin recording interactions from the beginning of the assessment process, which may be as early as term 1, and manage the storage of their recordings.

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

Methods for recording interactions include using a video camera or a cell phone.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual signed contribution over their selected interactions needs to be about three minutes.

Make sure you give feedback to students throughout the year to help them submit recordings that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Students are rewarded for contributing to and maintaining the interaction. Their command of language in the interactions is shown mainly through their ability to use a range of appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

Students will need access to video recording equipment.

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 task requires you to interact in NZSL to communicate personal information, ideas and opinions in different situations. You will interact with a classmate, your teacher, and/or in groups.

In your interactions you should:

* Express personal opinions, ideas and information
* Use a range of suitable language and language features that is fit for purpose and audience
* Skilfully select language features and strategies that support your interactions.

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

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

Complete this work over time, throughout the year. During the year, you will make video recordings of yourself using NZSL in a range of signed interactions and in different situations.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

As you work, record each interaction and store it in a suitable manner.

At the end of the assessment period, select a minimum of two of your recorded interactions in different contexts for assessment.

Make sure that in your selected interactions, your total signed contribution is about three minutes and all the work is your own. Quality is more important than quantity.

Do not use language from the examples in the assessment schedule unless you have significantly reworked it.

Teacher note: Provide details of when you will give students interactions to record and provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up. Give students advance written notice of the context and situation for each interaction.

Some examples to guide you:

* sharing news during a chance meeting with a friend
* planning an event, such as a party or a ski trip
* a conversation about your favourite video game
* signing with a visitor to answer questions about your town
* a discussion about the best way to get around town without a car
* asking for or giving information about finding a cool cafe that serves the best vegan/vegetarian food in town
* discussing how to carry out research prior to an event, such as a ski trip.

Teacher note: Adapt these examples to suit your students and context.

Assessment schedule: Languages 91797 New Zealand Sign Language – Interactions in the Community

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student interacts using NZSL to communicate personal information, ideas and opinions in different situations.  The student provides recordings of at least two different signed interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  Communication is achieved overall, although interaction may be hindered in some places by inconsistencies.  For example:  Two friends meet by chance at the supermarket. Student A is presenting the interaction for assessment as part of a portfolio.  [1.3B Interactions in the community - Achieved - NZSL](https://vimeo.com/155731353)  *The examples filmed are indicative samples only.* | The student interacts using convincing NZSL to communicate personal information, ideas and opinions in different situations.  The student provides recordings of at least two different signed interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student uses a range of language that is fit for the context.  The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.  Interaction is not significantly hindered by inconsistencies.  For example:  Two friends meet by chance at the supermarket. Student A is presenting the interaction for assessment as part of a portfolio.  [1.3B Interactions in the community - Merit](https://vimeo.com/429804984)  *The examples filmed are indicative samples only.* | The student interacts using effective NZSL to communicate personal information, ideas and opinions in different situations.  The student provides recordings of at least two different signed interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student successfully uses a range of language that is consistently fit for the context.  The student skilfully selects from a repertoire of language features and strategies to support the interaction.  Interaction is not hindered by inconsistencies.  For example:  Two friends meet by chance at the supermarket. Student B is presenting the interaction for assessment as part of a portfolio.  [1.3B Interactions in the community - Excellence – NZSL](https://vimeo.com/155731351)  *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.