

Internal Assessment Resource

Languages Level 1

**EXPIRED**

This resource supports assessment against Achievement Standard 91798

Standard title: Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance

**Credits:** 5

Resource title: Planning a Silent Camp

**Resource reference:** Languages 1.5A 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 | February 2016To 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 sign. |

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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 develop a portfolio in which they gather evidence of signing a variety of text types in effective New Zealand Sign Language on areas of most immediate relevance. The students will keep all of their signed recordings throughout the year and then select a minimum of two of their best and most effective pieces.

The context of this portfolio is an NZSL silent camp for youth, which will be attended by Deaf and hearing teenagers who are learning NZSL. The signed work that students complete during the year is in preparation for the camp and may allow students to make contact with other students who will be attending the camp.

For this portfolio, a variety of contexts and scenarios for signing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you require students to sign a range of different text types that are for genuine purposes and that allow students to show their control of NZSL in different contexts.

The signing tasks could be in both free (spontaneous) and controlled (prepared) situations.

Adapt these to suit your students and context or use them as a guide for them to create their own texts.

Conditions

Students will need to begin signing and storing texts 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 evidence of interactions using an electronic device, naming files, storing files securely and backing files up.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student’s video meets the communicative purposes of the tasks, the length may vary. It is suggested the total length of the portfolio is about three minutes. However, at all times, quality is more important than length.

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

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

If students sign a vlog, they may need access to a computer.

Video recording technology 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 activity requires you to sign a variety of texts of different types in New Zealand Sign Language. All of your signing will be based on the topics and language you are studying at the time.

You are going to be assessed on how effectively you use New Zealand Sign Language to communicate personal information, ideas and opinions in a range of different text types.

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

During the year, sign a variety of texts in NZSL to communicate personal information, ideas and opinions.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their signing before their final submission.

At the end of the assessment period, select your best work for assessment.

Silent Camp scenario

Over the Christmas holidays, you will be going with your NZSL class to a silent camp for Deaf and hearing students who are learning NZSL. Your teachers have arranged for you to have signed exchanges with other student attendees during the year so you can get to know each other better.

The signing for the exchanges could include, for example:

* a vlog you create and add to during the year, giving information about yourself and your school
* an online video message to the NZSL Teachers’ Association, the camp organisers, asking questions about the camp
* a presentation about your hometown, ready to share at the camp
* contributions to a class vlog planning the itinerary, with things you want and don’t want to do on the way to and from camp
* suggestions for fundraising to pay for camp, or arrangements for transport to and from camp
* a signed text for your school website encouraging students to participate and giving students and families information about the camp such as where and when
* an explanation of what needs to be packed for the trip
* useful expressions for the camp – think about the situations you may be in and anticipate the language you will need
* on return from camp, a video update about your experience suitable for sharing on Facebook
* another text type agreed with your teacher.

As you complete these, store them safely as directed by your teacher.

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

At the end of the assessment period, select a minimum of two of your most effective video recordings for assessment. The suggested total length of your portfolio is three minutes, but quality is more important than quantity. Include a variety of text types.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

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

Assessment schedule: Languages 91798 New Zealand Sign Language – Planning a Silent Camp

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student signs a variety of text types in NZSL on areas of most immediate relevance.The student provides at least two examples of signed texts.The student’s texts are of different text types and are for genuine purposes. The texts provide a total of about three minutes’ signing. The texts communicate basic personal information, ideas and opinions. Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The student composes and organises information in a linguistically and culturally appropriate format and style.Communication is achieved overall, although it may be hindered in some places by inconsistencies.For example:[1.5A Silent Camp - Achieved - NZSL](https://vimeo.com/155727471)The examples filmed are indicative samples only. | The student signs a variety of text types in convincing NZSL on areas of most immediate relevance.The student provides at least two examples of signed texts.The student’s texts are of different text types and are for genuine purposes. The texts provide a total of about three minutes’ signing. The texts communicate basic personal information, ideas and opinions.Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The texts show development of the information, ideas and opinions that is generally credible and connected.The student selects and uses a range of language and language features that are fit for purpose and audience.Communication is not significantly hindered by inconsistencies.For example:[1.5A Silent Camp - Merit - NZSL](https://vimeo.com/155728493)*The examples filmed are indicative samples only.* | The student signs a variety of text types in effective NZSL on areas of most immediate relevance.The student provides at least two examples of signed texts.The student’s texts are of different text types and are for genuine purposes. The texts provide a total of about three minutes’ signing. The texts communicate basic personal information, ideas and opinions.Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The texts show development of the information, ideas and opinions that is controlled and integrated.The student capably selects and successfully uses a range of language and language features that are fit for purpose and audience.Communication is not hindered by inconsistencies.For example:[1.5A Silent Camp - Excellence - NZSL](https://vimeo.com/155728503)*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.