

Moderation Requirements for new Level 1 achievement standards

1 *Is the standard to be assessed correctly identified (number, version)?*

- Standard is correctly worded as per the title
- Has the right number
- It is version 1

2 *Does the learner have the opportunity to meet the requirements of the standard (brief, event, activity, task etc)?*

- Student is not told that they 'must' mention e.g. may/could/could mention/could be asked about/could discuss/could write about
- Task incorporates the requirements of the Achievement Objectives and allows them to fulfil the proficiency descriptors of the NZC
 - Can communicate beyond the immediate context
 - Can communicate on areas of immediate relevance/ personal information/ideas/opinions
- Task comfortably allows students to use appropriate communication skills, language and cultural knowledge
- Task allows students the scope to meet the requirements needed for *convincing* and *effective*

3 *Are the assessment conditions clear and appropriate?*

For .2's

- The use of cue cards is explained. Students are clearly told that they may not simply read their presentations. If they read then they have not achieved the standard.
- There is a suggested time requirement given (e.g. about 1 minute) and students are reminded that QUALITY is more important than QUANTITY
- The presentation will be recorded.
- Students are told that all work must be their own (authenticity statement)

For .3's

- Cue cards may not be used by a student being assessed.
- Authentic context material may be used e.g. map, shopping list
- At all times students need to be clearly identified
- Students are reminded that all parts of their interaction must be their own work
- Students must provide evidence from a minimum of 3 different interactions
- The context/situation/purpose must be different for each interaction
- There is a suggested time requirement given (e.g. about 3 mins overall) and students are reminded that QUALITY is more important than quantity

For .5's

- Students are told all work must be their own (authenticity statement)

- Teachers give a suggested word/character/ kana requirement (e.g. 300 words/characters and 600 kana overall) and are told that QUALITY is more important than QUANTITY
 - 3 different text types/purposes/situations must be submitted
- 4 *Are there statements provided that give examples of learner responses which meet the requirements of the standard (evidence statements)?*
- Students are told that they may not use the language examples in their own work unless they have been significantly manipulated to show that they are their own.
 - The language examples exemplify beyond the immediate context
 - The language samples exemplify personal information/ideas/opinions.
 - The Merit sample will exemplify ‘convincing’ and the Excellence sample ‘effective’ (see clarifications docs for features of these criteria)
- 5 *Are there statements provided that clearly describe performance levels (quality and quantity) which meet the requirements of the standard (judgement statements)?*
- The assessment schedule is personalised (not just generic) to suit the task at A, M and E. e.g A clear spoken presentation is given in TL about a visit to the TL country.
 - The assessment schedule is given to the student in advance and is the right version and level.
 - The assessment criteria accurately reflect the standard