

## Pilot Assessment Schedule – 2023

### New Zealand Sign Language: Demonstrate understanding of New Zealand Sign Language related to everyday contexts (92357)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> <li>identifying the meaning of relevant aspects of information, ideas, and opinions</li> <li>communicating understanding despite inconsistencies.</li> </ul>	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> <li>connecting the meaning of relevant aspects of information, ideas, and opinions with supporting detail</li> <li>communicating understanding that is not significantly hindered by inconsistencies.</li> </ul>	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> <li>interpreting the meaning from a comprehensive selection of relevant information, ideas, and opinions with precision</li> <li>communicating understanding that is not hindered by inconsistencies.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
<ul style="list-style-type: none"> <li>Shows <b>very little understanding</b> and does not communicate the general meaning of the signed text</li> </ul> <p><b>and / or</b></p> <ul style="list-style-type: none"> <li>responses in NZSL are substantially reproduced with little mediation by candidate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>insufficient evidence</b> of understanding for Achievement; one part of the response may be completely missing or several parts may be weak; does not communicate the general meaning of the signed text</li> </ul> <p><b>and / or</b></p> <ul style="list-style-type: none"> <li>responses in NZSL are substantially reproduced with little mediation by candidate.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the signed text.</li> <li><b>Simplistic ideas</b> with limited information or ideas related to the signed text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the signed text.</li> <li>Provides information or ideas related to the signed text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the signed text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the signed text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the signed text to <b>justify</b> conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the signed text to <b>fully justify</b> conclusions.</li> </ul>

**N0** = No response; no relevant evidence.

## Notes for markers

- The evidence provided below is **not** a complete list of all acceptable responses, nor is it an indication of the exact wording / response required.
- Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items, e.g. “fruit drink”.
- Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **soundly** or **thoroughly**.
- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response. Errors of less impact should be disregarded.

### Professional judgement and marker determination of validity of evidence

- The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided. Candidates’ responses for Achievement and higher should include evidence from **both** sessions.

## Evidence for Session 1

Task	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of why Amy and Tui changed their first plan and what they decided to do, with details from the signed text.</i></p>	<p><i>Demonstrating understanding</i> may include:</p> <ul style="list-style-type: none"> <li>• changed their plan because Tui is helping someone on that day</li> <li>• they are going to go to dinner on another day</li> <li>• they like chicken and/or spicy food.</li> </ul>	<p><i>Demonstrating sound understanding</i> may include:</p> <ul style="list-style-type: none"> <li>• changed their plan because Tui will help her father on Friday</li> <li>• going to dinner on Sunday</li> <li>• Tui likes spicy food and / or does not like fish</li> <li>• Amy likes spicy food and / or likes chicken.</li> <li>• Tui doesn’t like fish</li> <li>• the restaurant is cheap (or close to Tui’s home).</li> </ul>	<p><i>Demonstrating thorough understanding</i> may include:</p> <ul style="list-style-type: none"> <li>• changed their plan because Tui will be helping Ben, her 60 year old father</li> <li>• dinner on Sunday at 6pm at Spicy Café, which is cheap and close to Amy’s home.</li> <li>• they like spicy food; Amy likes chicken; Tui doesn’t like fish because it is smelly</li> <li>• the restaurant is cheap and close to Tui’s home.</li> </ul>

## Evidence for Session 2

Task	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what Amy liked about the evening and giving a viable description of Tui's evening.</i></p>	<p><i>Demonstrating understanding may include:</i></p> <p>Amy liked...</p> <ul style="list-style-type: none"> <li>• fruit drink</li> <li>• meal.</li> </ul> <p>Tui's evening ...</p> <ul style="list-style-type: none"> <li>• liked the chicken and rice, and coffee</li> <li>• coffee was hot</li> <li>• arrived home late or bus was late</li> <li>• too dark.</li> </ul>	<p><i>Demonstrating sound understanding may include:</i></p> <p>Amy liked...</p> <ul style="list-style-type: none"> <li>• fruit drink</li> <li>• meal</li> <li>• waiter knew NZSL.</li> </ul> <p>Tui's evening ...</p> <ul style="list-style-type: none"> <li>• liked the chicken and rice, and coffee</li> <li>• coffee was too hot</li> <li>• did not like the fruit drink</li> <li>• arrived home late because the bus was late</li> <li>• might get the waiter's name wrong.</li> </ul>	<p><i>Demonstrating thorough understanding may include:</i></p> <p>Amy liked...</p> <ul style="list-style-type: none"> <li>• fruit drink</li> <li>• meal</li> <li>• the surprise that Tane the waiter knew NZSL.</li> </ul> <p>Tui's evening ...</p> <ul style="list-style-type: none"> <li>• liked the chicken and rice, and coffee</li> <li>• had to wait for the coffee to cool down because it was too hot</li> <li>• arrived home at 9.30 because the bus was late, don't know why. It was too dark to walk.</li> </ul>

## Cut Scores

Not Achieved*	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8