

## Pilot Assessment Schedule – 2023

### New Zealand Sign Language: Respond in New Zealand Sign Language related to everyday contexts (92358)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Respond in New Zealand Sign Language related to everyday contexts involves:</i></p> <ul style="list-style-type: none"> <li>using language to express information, ideas, and opinions</li> <li>referring to present, past, and/or future events or experiences</li> <li>achieving overall communication despite inconsistencies.</li> </ul>	<p><i>Respond capably in New Zealand Sign Language related to everyday contexts involves:</i></p> <ul style="list-style-type: none"> <li>using a range of language</li> <li>building on aspects of the information, ideas, and opinions expressed</li> <li>achieving communication that is not significantly hindered by inconsistencies.</li> </ul>	<p><i>Respond skilfully in New Zealand Sign Language related to everyday contexts involves:</i></p> <ul style="list-style-type: none"> <li>using a range of language successfully</li> <li>connecting information, ideas, and opinions</li> <li>achieving communication that is not hindered by inconsistencies.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
<ul style="list-style-type: none"> <li>Attempts a <b>very limited</b> response, providing little knowledge of NZSL.</li> <li>Provides little information related to the visual text.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>insufficient evidence</b> of knowledge of NZSL for Achievement.</li> <li>Too many errors for effective communication to be achieved.</li> <li>Part of response may be missing, or several parts may be weak.</li> </ul>	<ul style="list-style-type: none"> <li>Response is an appropriate length, with simple, limited NZSL.</li> <li>Part of the response may not be clearly communicated.</li> <li>Some fingerspelling instead of expected vocabulary.</li> <li>Simplistic ideas with limited information or ideas related to the visual text.</li> </ul>	<ul style="list-style-type: none"> <li>Response is an appropriate length, with simple, straightforward NZSL.</li> <li>Can be understood overall.</li> <li>Some limited grammar and vocabulary.</li> <li>Expresses some relevant information, ideas, and opinions related to the visual text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a range of NZSL that is mostly clear.</li> <li>Can be understood with minimal effort.</li> <li>Minimal fingerspelling.</li> <li>Builds on some aspects of information, ideas, and opinions related to the visual text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a range of NZSL.</li> <li>Most signs are appropriate and accurate.</li> <li>Correct grammatical structures are observed but not used throughout.</li> <li>Extends detail on ideas and opinions related to the visual text, rather than listing.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully demonstrates a wide range of NZSL, that is clear with minor inconsistencies.</li> <li>Successfully enriches and connects information, ideas, and opinions related to the visual text.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully demonstrates a wide range of NZSL, communicating clearly.</li> <li>Signs are consistently appropriate and accurate.</li> <li>Fingerspelling only where appropriate.</li> <li>Correct grammatical structures are observed.</li> <li>A full and cohesive response related to and extending information, ideas and opinions in the visual text.</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 response required.
- Assessment judgments are based on the level of understanding shown, rather than knowledge of specific details in the storyboard. For example, “fridge” might not be known, but candidates can say that the sandwich was placed where the cat can’t eat it.
- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response. Errors of minimal 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
<i>Possible evidence describing what happens in the story, including information about the room, things in the room, the people, why Ani’s mother moves the sandwich, and how Ani may feel when she comes back into the room.</i>	<p><i>Responding</i> may include:</p> <ul style="list-style-type: none"> <li>• listing people, items and objects in the room, including colours and shapes</li> <li>• an attempt to sequence the story</li> <li>• ideas, information, and opinions that are appropriate to the visual text, for example, when Ani comes back into the kitchen, ‘sad’ or ‘confused’ is appropriate, ‘happy’ is not.</li> </ul>	<p><i>Responding capably</i> may include:</p> <ul style="list-style-type: none"> <li>• descriptions, extending beyond just listing</li> <li>• a response that tells most of the story, and may include some omissions or inaccuracies</li> <li>• telling the story in coherent sequence</li> </ul>	<p><i>Responding skilfully</i> may include:</p> <ul style="list-style-type: none"> <li>• a story that is accurate and mostly complete, easily understood, with omissions or inaccuracies in minor details only</li> <li>• explaining why Mum moved the sandwich</li> <li>• clearly linking the sandwich being moved to Ani’s sadness / confusion</li> <li>• role-shifting to show communication between the two characters and spatial placement.</li> </ul>

## Evidence for Session 2

Task	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence in the announcement including:</i></p> <ul style="list-style-type: none"> <li>• <i>the day and date of the event</i></li> <li>• <i>what will happen at the event, describing at least TWO options</i></li> <li>• <i>which option the candidate likes the most.</i></li> </ul>	<p><i>Responding</i> may include:</p> <ul style="list-style-type: none"> <li>• naming the event</li> <li>• stating the day <b>or</b> date</li> <li>• stating TWO things that will happen at the event, with minimal detail.</li> </ul>	<p><i>Responding capably</i> may include:</p> <ul style="list-style-type: none"> <li>• naming the event</li> <li>• stating the day <b>and</b> date</li> <li>• describing TWO or more things that will happen at the event, with detail; may provide less detail for one.</li> <li>• stating their preferred option, with basic reasons for their choice.</li> </ul>	<p><i>Responding skilfully</i> may include:</p> <ul style="list-style-type: none"> <li>• full details, appropriately ordered and connected</li> <li>• full descriptions of things that will happen at the event</li> <li>• a confident explanation for their preferred option, with opinions, OR a clear opinion on the event with justification.</li> </ul>

**Cut Scores**

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