

Assessment Schedule – 2024

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

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts a very limited response, providing little knowledge of NZSL.</p> <p>Provides little information related to the visual text.</p>	<p>Provides insufficient evidence of knowledge of NZSL for Achievement.</p> <p>Too many errors for effective communication to be achieved.</p> <p>Part of response may be missing, or several parts may be weak.</p>	<p>Response is an appropriate length, with simple, limited NZSL, applying appropriate use of tenses.</p> <p>Part of the response may not be clearly communicated.</p> <p>Some fingerspelling instead of expected vocabulary.</p> <p>Simplistic ideas with limited information or ideas related to the visual text.</p>	<p>Response is an appropriate length, with simple, straightforward NZSL, applying appropriate use of tenses.</p> <p>Can be understood overall.</p> <p>Some limited grammar and vocabulary.</p> <p>Expresses some relevant information, ideas, and opinions related to the visual text.</p>	<p>Demonstrates a range of NZSL that is mostly clear.</p> <p>Can be understood with minimal effort.</p> <p>Minimal fingerspelling.</p> <p>Builds on some aspects of information, ideas, and opinions related to the visual text.</p>	<p>Demonstrates a range of NZSL.</p> <p>Most signs are appropriate and accurate.</p> <p>Correct grammatical structures are observed but not used throughout.</p> <p>Extends detail on ideas and opinions related to the visual text, rather than listing.</p>	<p>Successfully demonstrates a wide range of NZSL, that is clear, with minor inconsistencies.</p> <p>Signs are consistently appropriate and accurate.</p> <p>Fingerspelling only where appropriate.</p> <p>Correct grammatical structures are observed.</p> <p>Successfully enriches and connects information, ideas, and opinions related to the visual text.</p>	<p>Successfully demonstrates a wide range of NZSL, communicating clearly.</p> <p>Signs are consistently appropriate and accurate.</p> <p>Fingerspelling only where appropriate.</p> <p>Correct grammatical structures are observed.</p> <p>A full and cohesive response related to and extending information, ideas, and opinions in the visual text.</p>

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. For example, “dog” might not be known, but candidates can say that Mia looked under the “animal”.
- 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 judgment and marker determination of validity of evidence

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

Sample evidence for Session 1

Task	Achievement	Achievement with Merit	Achievement with Excellence
a) <i>Possible evidence showing understanding of what is happening in the story.</i>	<ul style="list-style-type: none"> • Lists people, items, and objects in the room, including colours and shapes. • Makes an attempt to sequence the story. 	<ul style="list-style-type: none"> • Gives descriptions, extending beyond just listing, e.g. some appropriate handling classifiers and spatial verbs. • The response tells most of the story but may include some omissions or inaccuracies. • Tells the story in coherent sequence. 	<ul style="list-style-type: none"> • Gives a description of the story that is accurate, mostly complete, and easily understood with omissions or inaccuracies in minor details only. • Role-shifting to show communication between the two characters and spatial placement.
b) <i>Possible evidence showing understanding of what EITHER Mia OR Mia’s mother might be feeling and why.</i>	<ul style="list-style-type: none"> • Gives ideas, information, and opinions that are appropriate to the visual text, e.g. Mia’s mother asks, “Are you ready?” 	<ul style="list-style-type: none"> • Describes why Mia’s mother was waiting and / or what Mia was doing. 	<ul style="list-style-type: none"> • Explains why Mia’s mother was waiting and what Mia was doing. • Clearly references Mia’s mother reminding Mia she is already wearing the top she is looking for. • Explains how Mia was feeling when her mother told her she was already wearing the jumper she was looking for.

Sample evidence for Session 2

Task	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what Tam plans to do over the next two days.	<ul style="list-style-type: none"> Names the task. States the day. 	<ul style="list-style-type: none"> Describes the plan, with some descriptive details. States the day AND time concepts, e.g. morning, lunch, etc. 	<ul style="list-style-type: none"> Provides full details about the two-day plan, appropriately ordered and connected.
(b) Possible evidence showing understanding of ONE task on Tam's to-do list that would be enjoyable and explains why.	<ul style="list-style-type: none"> Lists an option. 	<ul style="list-style-type: none"> Lists the option. Providing basic reasons for the choice. 	<ul style="list-style-type: none"> Explains options with justified reasons why this would be an enjoyable task.
(c) Name ONE task on Tam's to-do list that you would NOT enjoy doing and explain why.	<ul style="list-style-type: none"> Lists an option. 	<ul style="list-style-type: none"> Lists the option. Providing basic reasons for the choice. 	<ul style="list-style-type: none"> Explains options with justified reasons why this would not be an enjoyable task.

Cut Scores

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