

Assessment Schedule – 2025

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>Correct grammatical structures are observed but not used throughout.</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>Fingerspelling only where appropriate.</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>

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 all individual lexical items.
- 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, however the use of at least two tenses must be used in the candidate response (Session One and / or Session Two). Candidates' responses for Achievement and higher must include evidence from **both** sessions.

Evidence – Session One

TASK	Question	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Order lunch for today AND tomorrow from the options.</i>	<ul style="list-style-type: none"> • Describes an option for each day. • May include some fingerspelling for unknown words. • Uses present and future tense. 	<ul style="list-style-type: none"> • Descriptions are (mostly complete). 	<ul style="list-style-type: none"> • Options are clearly communicated and linked to the days using denoting conventions.
(b)	<i>Which of the options is your favourite, and why?</i>	<ul style="list-style-type: none"> • States a favourite. 	<ul style="list-style-type: none"> • Reason(s) are linked to the option. 	<ul style="list-style-type: none"> • Expands upon reason(s). • Gives details.
(c)	<i>Next week is Healthy Eating week. What would you bring for lunch from home?</i>	<ul style="list-style-type: none"> • Describes a lunch option from home. 	<ul style="list-style-type: none"> • Gives reasons why it is healthy. 	<ul style="list-style-type: none"> • Explains what makes a healthy lunch.

Evidence – Session Two

TASK	Question	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>How is Calvin's response to the rain different from what you might expect?</i>	<ul style="list-style-type: none"> • Played in the rain. • Opened umbrella. 	<ul style="list-style-type: none"> • Opened umbrella upside down • stating the day AND time concepts, e.g. morning, lunch, etc. 	<ul style="list-style-type: none"> • Enjoyed playing in the pool / puddle / other description created by the upside-down umbrella.
(b)	<i>Why did Calvin change his activity yesterday?</i>	<ul style="list-style-type: none"> • Couldn't hit the ball. 	<ul style="list-style-type: none"> • Used a bigger ball so he could hit it. 	<ul style="list-style-type: none"> • He was getting annoyed at not being able to hit the small ball, so decided to use a bigger ball.

Cut Scores

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