



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard New Zealand Sign Language Level 1**

This exemplar supports assessment against:

**Achievement Standard 92355**

**Interact in New Zealand Sign Language to share and respond to  
information, ideas, and opinions**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to interact in New Zealand Sign Language to share and respond to information, ideas, and opinions.

This involves using relevant language in unrehearsed and unscripted conversation and referring to events or experiences in the present, as well as the past or future. Communication will be achieved overall despite inconsistencies.

The student was able to communicate about both present and past events and experiences. In the first video the student is signing about hosting a student and was able to give basic information about her school using simple formulaic sentences, e.g. "SCHOOL UNIFORM, NOT ALLOWED JEWELLERY ONLY ONE (paused) EARRING, RED SHOES".

In the second video the student signs about a cultural event she went to, a Māori Hui in Auckland.

To reach Merit, the standard requires interactive strategies to keep the conversation going, e.g. formulaic expressions and reacting to what the speaker has said. Further, for Merit the student should also show a range of language. To do this they could build on information with additional details, such as adding to the hui information by signing "ME WENT-TO DEAF MĀORI HUI WHERE AUCKLAND WITH OTHER DEAF STUDENTS SIMILAR AGE. IT (XI) LOTS-OF FUN AND I (XI) LEARNT A LOT ABOUT DEAF CULTURE AND MĀORI CULTURE."

Grade: Merit

For Merit, the student needs to interact capably in New Zealand Sign Language to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support conversation, a range of language, and building on aspects of the information, ideas, and opinions expressed. Communication will not be significantly hindered by inconsistencies.

The student has shared information, ideas, and opinions across the two interactions, and referred to present and past or future events. For example, in interaction 1 "LAST HOLIDAYS< THIS HOLIDAYS", interaction 2 "LAST WEEKEND, TOMORROW, THIS WEEKEND."

The student demonstrated appropriate interactive strategies required for starting and maintaining successful interactions, e.g. by making and maintaining eye contact, nodding to affirm his understanding, using the sign AGAIN to ask for clarification or repetition, and self-correcting by using the appropriate WH sign for the question.

The student clearly has not rehearsed or scripted the exchange, as he sought clarification for some questions or signed things that would not occur in a prepared interaction.

The student builds on aspects of the information, ideas, and opinions exchanged. For example, in the discussion of the movie, the student is able to build on what was said by his partner – "YEAH OK IT WAS BORING".

There were a few signing errors with high-frequency words, mainly due to incorrect handshapes for the sign, e.g. pronouns (I/me) using the thumb instead of the index finger. These errors were repetitive across both conversations. However, communication was not significantly hindered.

For Excellence, the student could identify vocabulary suited for this task and make sure that the HOLM is correct. They could increase the vocabulary range and demonstrate a variety of language structures and sentences/phrases suitable to the contexts.

Grade: Excellence

For Excellence, the student needs to interact skilfully in New Zealand Sign Language to share and respond to information, ideas, and opinions.

This involves using a range of language successfully and using interactive strategies to enhance conversation. Communication will not be hindered by inconsistencies.

The student has demonstrated successful use of language on a range of topics over the two interactions, e.g. travel, sports, weather, and family. Their conversation has not been rehearsed or scripted.

Both interactions start with gaining attention and making eye contact, which is a key component of deaf culture for interactions to be successful. A range of interactive strategies were used, facilitating a natural flow and turn-taking manner in both interactions. When clarification was required, the student sought further information or requested signs to be repeated, e.g. seeking the dates for the trip or where she stayed.

There were very few inconsistencies and sign errors related to HOLM and grammatical structure in NZSL, such as tenses, listing, questions, and responses. Inconsistencies did not interfere with clear communication.