Assessing NZSL

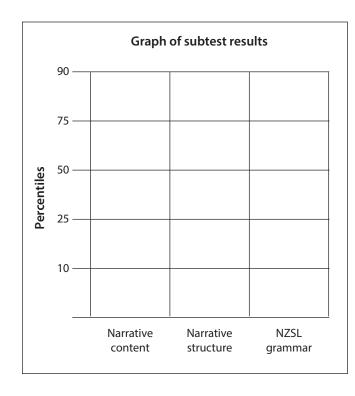
(New Zealand Sign Language)

Development

Production Skills Test (Narrative Skills)

Score Sheet

Learner's name	Scoring narrative content	
Age	Narrative content	/16
Date of birth	Questions	/6
Date of test	Total for narrative content	/22
Tester	Total for narrative structure	/12
Comments on testing	Scoring NZSL grammar	
	Spatial verbs + classifiers	/12
	Agreement verbs	/4
	Aspect	/5
	Manner	/5
	Role shift	/4
	Total for NZSL grammar	/30





Narrative content Score child's spontaneous story, without prompts		Narrative Structure		NZSL grammar Include story and responses to questions	
 girl brings tray with food (may include description of food on tray) boy watches TV 	1	Orientation (setting the scene) Score 1 for 1 reference to orientation Score 2 for 2 references	1 1	Spatial verbs (GIRL) BRING-TRAY correct handling classifier for TRAY movement of BRING from one location to another, as if carrying the tray OR putting it down on a surface PERSON-GO/WALK-TO/FROM (TRAY)	1
 girl takes lolly, unwraps, about to eat lolly, boy demands lolly, girl gives lolly 	1	Complicating actions 1 (events preceding the climax)		 correct person OR legs classifier movement of GO/WALK towards OR away from location of tray 	
 girl takes cake, unwraps, about to eat cake, boy demands cake, girl gives cake girl takes drink, girl about to drink, boy demands drink, girl gives drink 	1	Score 1 for 1 reference to complicating actions Score 2 for 2 or more references	1	X-PICK-UP-X	1
NB: DO NOT SCORE if child only produces a string of single signs	1		POUR-DRINK correct handling classifier for JUG correct location and movement of POUR in relation to CUP and JUG	1	
				 (GIRL) HAND-OVER-X correct handling classifier for LOLLY or CAKE or CUP movement of HAND-OVER towards established location of boy 	1
				PICK-UP-SPIDER-LEG correct handling classifier for SPIDER-LEG movement of PICK-UP away from location of spider on floor	1
				CARRY-WHOLE-SPIDER correct entity classifier for SPIDER movement of CARRY from one location to another, either carrying the spider OR putting it down on a surface	1
				 MAKE-SANDWICH correct flat entity or shape and size classifier for BREAD correct whole entity or handling classifier for SPIDER movement of SPIDER onto established location of BREAD movement of flat entity (i.e. putting bread together to make sandwich) or movement using handling classifier for BREAD 	1
				HOLD-SANDWICH correct handling classifier for HOLD-SANDWICH	1
				TAKE-SPIDER-FROM-MOUTH correct handling classifier for SPIDER movement of SPIDER away from mouth	1
				CHASE correct person classifier or legs classifier 1+2 movement to indicate CHASE	1
				Sub total	

Narrative content Score child's spontaneous story, without prompts	Narrative Structure	NZSL grammar Include story and responses to questions	
 girl sees spider girl picks up spider girl makes sandwich girl pretends to eat sandwich boy demands sandwich girl gives boy sandwich 	Complicating actions 2 (events building up to the climax) Score 1 for 1 reference to complicating actions Score 2 for 2 or more references	movement of WATCH towards location of TV (BOY) DEMAND (towards girl) movement of DEMAND from location of boy towards location of girl (GIRL) GIVE-BOY movement of GIVE from location of girl towards location of boy (GIRL) GET GRIPER	1 1 1
 boy bites sandwich boy takes spider from mouth 	1 Climax of story (main point) 1 Score 1 for 1 reference to the climax Score 2 for 2 references	movement of EAT towards mouth pause (CINA DESINTE DRIVE)	1
boy throws spiderboy chases girl	1 Resolution (what happens after the climax) 1 Score 1 for 1 reference to the resolution Score 2 for 2 references	WATCH with slow, repeated movement OR hold for extended time (BOY) DRINK-SLOWLY slow, extended movement of DRINK towards mouth	1 1
Additional Information • e.g. boy is lazy OR girl is hungry/thirsty/ fed up/ angry OR spider is horrible	Evaluation (child's views or reaction to story – include information from questions and story) Score 1 for 1 reference to evaluation	(BOY) CHEW hungry manner • exaggerated repetition of verb CHEW • shows boy's facial expression 1 (GIRL) TIP-TOE/PICK-UP secretive manner • hunched shoulders and sideways glance • shows girl's facial expression	1 1 1
	Narrative sequence (story narrated in correct order)	(GIRL) HUNGRY/THIRSTY intensifier • exaggeration, repeated movement • shows girl's facial expression	1
Sub total for narrative content	Sub total for narrative structure	Sub total Sub total for NZSL grammar	

Questions		
Question 1: What was on the tray?	Score maximum 2 points for at least 2 objects placed in different locations on tray. Write down child's response:	2
Question 2: Why did the boy throw the spider?	Score 1 for each idea expressed that is a correct response to the question, max 2 points. Write down child's response:	1
Question 3: Why did the girl tease the boy?	Score 1 for each idea expressed that is a correct response to the question, max 2 points. Write down child's response:	1
	Sub total for questions	

Evidence for development of role shift	Role shift	
Tick which observed, then score in end column	Score most appropriate category only	
Facial expression and manner:	a) NO ROLE SHIFT	0
Boy's menacing expression	Acts out most of story	
Girl's fed up expression	Some use of facial expression	
Boy's change of expression when eating spider Boy demands firmly	Characters often not clearly identified	
,	OR	
Eye gaze:		
	b) ROLE SHIFT STARTING TO DEVELOP	2
Girl looks towards location of boy and shakes head		
Girl looks innocently around upon seeing spider	Adopts role of one character only	
Girl looks to side when about to eat sandwich/hands	 Uses eye close/pauses to show change of role 	
over sandwich	Use of body orientation or facial expression to show roles, but may be inconsistent	
Orientation:	,	
	OR	
Changes in head and body movement or position		
-	c) ROLE SHIFT FULY DEVELOPED	4
Pause:		
	 Varied use of facial expression consistent with two characters 	
Pauses to shift character (may name new character)	 Consistent changes in head/body orientation or pausing for 	
Eye close/widening in between character shifts	different characters	
	Sets up spatial location for body and/or girl, refers back to	
Direction of signs to consistent locations:	locations with points/eye gaze/direction of signs	
	Clear use of narrator perspective and roles shifts to tell story	
• GIRL GIVE (to left side)		
BOY DEMAND (from right side)		







