

## NZQA Assessment Support Material

<b>Unit standard</b>		<b>31000</b>			
<b>Title</b>	<b>Read and understand very basic information for common everyday practical purposes (EL Foundation)</b>				
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>10</b>	<b>Version</b>	<b>1</b>

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

### Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

## CONDITIONS OF ASSESSMENT

This assessment will take place over a timeframe set by the assessor.



- All assessment activities must be conducted in English, which must not be the candidate's first language. However, task instructions may be given in the candidate's preferred language.
- Assessment must be conducted in a highly supportive environment, where assessors assist the learners to understand the requirements of the task, where required, and reduce affective barriers.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidate's responses may be oral, written or non-verbal e.g. demonstrating or carrying out written instructions, as relevant and appropriate.

### Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

### Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level A1. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at: <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two reading tasks. Each task must be for a different purpose and assessed on separate occasions.
- A range of item response types must be used for assessment against this unit standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- Candidates' responses may contain phonological, textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not speaking or writing skills.

- For this unit standard, texts:
  - i. must each be approximately 50-100 words;
  - ii. may have complementary illustrations or diagrams but these must be placed so that the relationship between text and illustration is clear to the candidates;
  - iii. must be familiar and relevant but must not have been seen by the candidates prior to the assessment;
  - iv. may be abridged versions designed for candidates;
  - v. must be guided by the first 500 words of *New General Service List*;
  - vi. must be predictable with very basic sequence, layout, structure, and language features.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity

### **Assessment task**

Candidates will read a text, "Classroom Rules" and complete the assessment task.

The text can be found in the Student guidelines.

## Assessment Schedule

<b>Unit standard</b>	<b>31000</b>				
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<b>Level</b>	1	<b>Credits</b>	10	<b>Version</b>	1

An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task, required to achieve this unit standard.

### Reading text: Classroom rules

Performance Criteria	Evidence for achievement	Judgements for achievement
<p><b>Outcome 1</b> Read and understand very basic information for a common everyday practical purpose (EL Foundation).</p> <p>Range    minimum of two texts each for a different practical purpose, assessed on separate occasions; text types may include but are not limited to – directions, instructions, notices, signs, advertisements, labels, personal communication, forms.</p>	<p>Refer to evidence for 1.1-1.2 below</p>	<p>A basic text for a common everyday purpose is read and understood in terms of obtaining key information and identifying meaning of essential vocabulary.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
1.1 Key information for understanding the practical purpose is obtained from the text.	The following answers: 1. a) <i>no</i> b) <i>yes</i> c) <i>no</i> d) <i>no</i> 2. <i>in the rubbish bin</i> 3. <i>pen, pencil and dictionary</i> 4. <i>9 am</i>	Information that is essential for understanding the purpose of the text is obtained.  5 of 7 answers are correct.
1.2 The meaning of essential vocabulary as used in the text is identified.  Range     minimum of five items of essential vocabulary.	The following answers:  5. a) <i>pencil</i> b) <i>mobile phone</i> c) <i>hot drink</i> d) <i>dictionary</i> e) <i>pen</i> f) <i>paper</i> g) <i>food</i>	Key words are linked to meaning.  5 of 7 answers are correct.

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.