



English Language and English for Academic Purposes Unit Standards

Supporting Document – Draft for consultation – August 2025

Section Three C

Using English language unit standards at two different levels to address learners' needs

An integrated speaking and writing programme

Preparing for assessment and unpacking a unit standard

Reducing barriers – helping learners during an assessment task

Using English language unit standards at two different levels to address learners' needs

In this section an experienced practitioner shows how to identify and reduce affective barriers to assessment by addressing learners' needs, understanding their context and using one assessment task at two different levels or English Language Learning Progression (ELLP) stages. Two English Language (EL) unit standards are unpacked in detail: 31026 at Level 1 and 31207 at Level 2.

Who are the learners?

Secondary context

Welcome to Year 12 ESOL with Ms. Wright!

At a metropolitan secondary school in Auckland, Ms. Wright's Year 12 ESOL class is working hard. Two-thirds of the class are Chinese, and there are also learners from Samoa, Afghanistan, Ethiopia, Japan, India, the Philippines and Thailand.

Learners are at ELLP Stage 2 in reading and writing and are at Stage 2 – 3 in speaking and listening ability.

Despite the course being at Year 12, the class includes learners who are in Year 11 or Year 13. They receive four periods of ESOL instruction per week, so Ms. Wright includes cross-curricular links wherever possible to support learners in their mainstream NCEA classes.

Learner Profiles

Here is a snapshot of three learners in Ms. Wright's class. Information about how to support these learners during assessment is given in the section 'Identifying and reducing affective barriers'.



Name: Ali
Born: Afghanistan
First language(s): Dari
Age: 17

Ali is a former refugee who did not receive a formal education prior to living in New Zealand. He learnt to read and write in Dari (a variety of the Persian language spoken in Afghanistan) from his eldest sister. Ali has now lived in New Zealand for one year. Currently, he is making steady progress in his oral language, but he needs additional time to complete writing tasks as he struggles with fine motor skills.



Name: Yu Ying
Born: China
First Language(s): Mandarin
Age: 16

Yu Ying is an international student who arrived in New Zealand at the start of the current term. She has come alone and is living with a homestay family. Yu Ying appears quiet and withdrawn in class. After a check-in from the homestay coordinator, it is apparent that she is experiencing culture shock and homesickness.

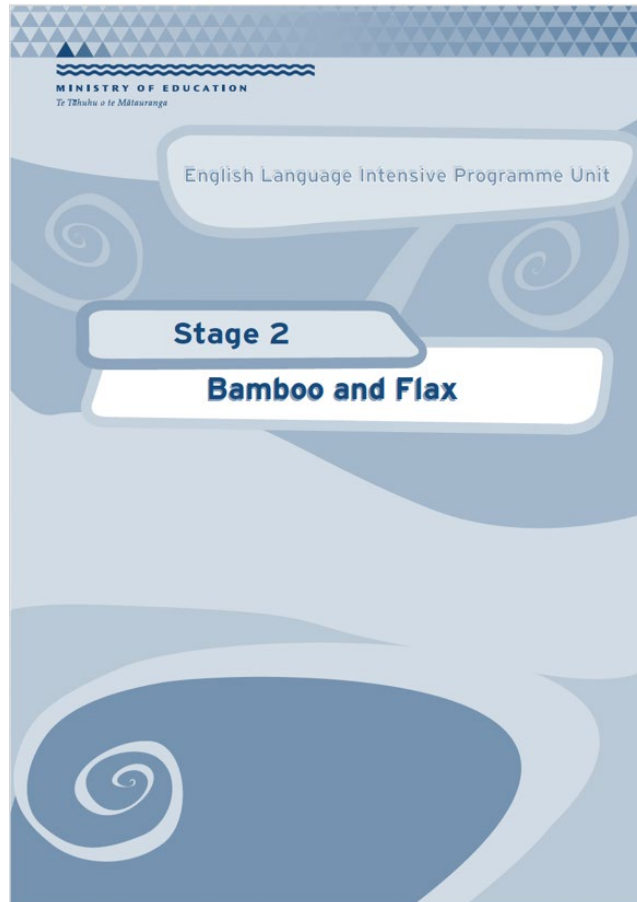


Name: Lani
Born: Samoa
First Language(s): Samoan
Age: 16

Lani has lived in New Zealand for five and a half years. She is comfortable conversing with her peers and teachers in informal settings and often participates in group activities. However, she struggles in reading and writing.

An integrated speaking and writing programme

Teaching and Learning

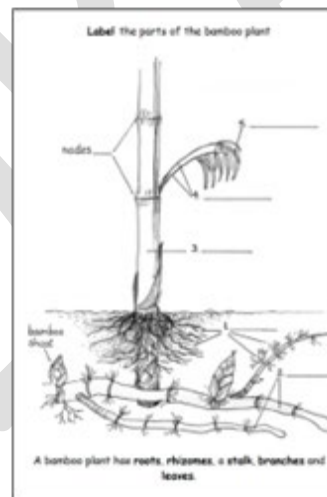


Ms Wright sees how the learning objectives in the 'Bamboo and Flax' unit align with the purpose, outcomes, and performance criteria of the English language level 2 and level 3 unit standards.

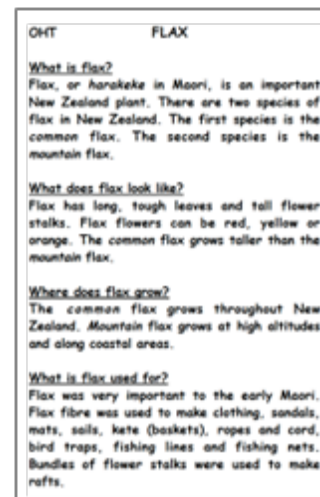
This Ministry of Education resource supports learning across the curriculum. Learners are exposed to language, topic-specific vocabulary, and text types (information report and procedural) which are often found in Science and Social Studies contexts. Aspects of New Zealand culture and Māori history also feature. Learners can draw on their prior knowledge, cultural capital, and worldview to develop their knowledge and language on the 'Bamboo and Flax' topic.

Below are examples of language, topic-specific vocabulary, and text types from 'Bamboo and Flax'.

Labelling a Scientific Diagram Activity 2, pg. 15z



An information report about Flax, pg. 65



Key words pre-taught before reading, pg. 19

Key Words	BAMBOO
bamboo	centimetres
bamboos	diameter
grass	hollow
species	sea level
plants	mountains
earth	rafts
to flower (verb)	scaffolding
a flower (noun)	pipes
stiff	quantities
flexible	paper
stalks	medicine
nodes	food
graceful	soil erosion
leaves	erode
roots	artist
metres	builder



This unit of work can be found at: [Bamboo and Flax | ESOL online](#)

Preparing for assessment and unpacking a unit standard

As their skills and knowledge develop, Ms. Wright prepares to assess her learners. She develops one assessment task for speaking, and one assessment task for writing, following the learning objectives in the 'Bamboo and Flax' unit.

Speaking

Level	Standard Number	Title	Version	Credits
2	31026	Present information on a familiar topic in English language	2	5
3	31027	Deliver a developed presentation on a familiar topic in English language	2	5

Writing

Level	Standard Number	Title	Version	Credits
2	27999	Write a simple connected text on a familiar topic in English language	4	5
3	28068	Write a connected text on a familiar topic in English language	4	5

By developing assessment tasks based on her unit of work, Ms. Wright follows **Guidance Information 2 (GI 2)**, which is common in most English language unit standards:

GI 2 It is recommended that:

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

Ms. Wright decides to assess speaking first, as most of her class demonstrate more confidence in their speaking than their writing. She closely reads Unit Standards 31026 and 31027 from the NZQA website to ensure they are appropriate for use with her learners. She also checks the similarities and difference between both standards, so both levels can be assessed using one assessment task. View the annotations below to see Ms. Wright's unpacking of English Language Unit Standards 31026 and 31027. Unpacking a unit standard is not a linear process. Given this, Ms. Wright refers to different parts of the standard as she unpacks it to a full understanding all the requirements.

Unpacking a unit standard is not a linear process. Ms. Wright refers to different parts of the standard as she unpacks it to fully understand all the requirements.

Unit standard Title

Level 2 Unit Standard 31026 and Level 3 Unit Standard 31027 can be used to assess students' ability to give a presentation on a familiar topic in English language.

The **Title** wording is the same as the **Outcome** wording.

A 'familiar topic': Ms.

Wright's students can draw on knowledge and skills acquired through the 'Bamboo and Flax' unit. The assessment task will be to 'give an informative presentation about an important plant from your culture'. The full assessment task can be viewed within the section 'Creating Student and

NZQA unit standard

31026 version 2
Page 1 of 3

Title	Present information on a familiar topic in English language		
Level	2	Credits	5

NZQA unit standard

31027 version 2
Page 1 of 3

Title	Deliver a developed presentation on a familiar topic in English language		
Level	3	Credits	5

Unit standard Number and Version

Ms. Wright can use the standard and version numbers to locate additional materials on the NZQA website. These can help her to better understand the standard. Resources include:

- [assessment support material](#),
- [exemplars](#), and
- [clarifications](#)

She needs this information to set up her Markbooks on KAMAR, her school's management system software.

Level and Credits

Learners will either gain 5 credits at Level 2 or Level 3, which will count towards

<p>Assessor Guidelines for an Assessment Task’.</p> <p>Checking Definitions – ‘Present information’ vs. ‘Deliver a developed presentation’:</p> <p>Ms. Wright spots the differences – she consults the <i>Definitions</i> under <i>Guidance Information 10 and 11</i> of US 31026 and US 31027 respectively. <i>Definitions</i> in both standards are displayed on the right.</p> <p>The definition of ‘presentation’ in both standards is identical.</p> <p>However, a ‘developed’ presentation requires the learner to both present information <i>and</i> elaborate on this information by providing explanation, examples, and evidence.</p>	<p>US 31026 10 Definitions <i>Connected discourse</i> refers to the use of conjunctions and pronoun reference to link ideas. <i>Conventions</i> refer to verbal and non-verbal strategies appropriate to the learner’s presentation context. <i>Errors</i> refer to systematic use of incorrect language features. <i>Familiar topics</i> refer to topics that are well known and relevant to the learner. <i>Inconsistencies</i> refer to variable control in language features, where the learner can self-correct if necessary. Presentation refers to a speaker delivering information to an audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product.</p> <p>US 31027 12 Definitions <i>Conventions</i> refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context. Developed refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples, and/or evidence. <i>Errors</i> refer to systematic use of incorrect language features. <i>Inconsistencies</i> refer to variable control in language features, where the learner can self-correct if necessary. Presentation refers to a speaker delivering information to an audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product.</p>	<p>their NCEA Level 2 or Level 3 qualification.</p>
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<p>Purpose The purpose statement tells Ms Wright what her assessment task must require learners to do.</p> <p>Level and readiness for assessment – ‘developing’ vs. ‘increasing’: In both standards, learners are those for whom English is an additional language. However, graded language is used to distinguish a student who is ready to sit Level 2 vs. Level 3.</p> <p>These purposes statements have a relationship with the ELLP Stages. More information about the relationship between ELLP Stages with English Language unit standards can be found [here].</p>	<p>US 31026 Purpose People credited with this unit standard are able to present information on a familiar topic in English language.</p> <p>This unit standard is for learners for whom English is an additional language. It is intended for learners who are developing independence in English.</p> <p>Classification Languages > English Language</p> <p>Available grade - Achieved</p> <p>US 31027 Purpose People credited with this unit standard are able to deliver a developed presentation on a familiar topic in English language. This unit standard is for learners for whom English is an additional language. It is intended for learners with increasing independence in English.</p> <p>Classification Languages > English Language</p> <p>Available grade - Achieved, Merit, and Excellence</p> <p>Criteria for Merit</p> <p>Presentation of information is organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with good control. Meaning of spoken text is conveyed with minor inconsistencies.</p>	<p>Available Grade Ms. Wright identifies the different grade criteria of the two unit standards.</p> <p>Her assessment tasks will need to explain the different performance criteria required by each grade and distinguish between an Achieved at Level 2, and an Achieved at Level 3. The criteria will inform the marking schedule for her assessment task.</p> <p>To understand what learners must do to achieve the different standards, Ms. Wright must unpack their outcomes and performance criteria. This is shown on the next page.</p>
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	Criteria for Excellence <p>Presentation of information is effectively organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with consistent control to communicate ideas effectively. Meaning of spoken text is conveyed with minimal inconsistencies.</p>	
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Outcomes and Performance criteria

Next, Ms. Wright checks the guidance information, outcomes, and performance criteria of both US 31026 and US 31027 to make sure her task satisfies the outcome requirements of both standards and also accommodates the key differences at Level 2 and Level 3.

Ms. Wright's marking schedule will align with the performance criteria of both standards so she can judge if learners are able to present information at the expected level. It will also include the duration specified in the *range statement* of both outcomes.

- US 31026 – **at least two minutes**
- US 31027 – **at least four minutes**

US 31026

Outcomes and performance criteria

Outcome 1

Present information on a familiar topic in English language.

Range at **least two minutes duration**.

Performance criteria

1.1 Presentation is structured and relevant to the topic.

1.2 Clear evidence of connected discourse is included in the presentation.

1.3 Presentation conventions are used.

Range eye contact, body language.

US 31027

Outcomes and performance criteria

Outcome 1

Deliver a developed presentation on a familiar topic in English language.

Range may include but is not limited to a presentation of information or instructions, persuasive oral texts, recounts of past events; at **least four minutes in duration**.

Performance criteria

1.1 Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.

1.2 Range of appropriate language features and conventions are demonstrated in the presentation with adequate control.

<p>Checking <i>Definitions</i> – ‘conventions’:</p> <p>Ms. Wright’s learners must demonstrate a <i>range</i> of presentation conventions.</p> <p>Ms. Wright must establish which verbal strategies are appropriate for the task’s context: to give an <i>informative</i> presentation where the audience will be the learners’ peers.</p> <p>US 31026 10 Definitions <i>Conventions</i> refer to verbal and non-verbal strategies appropriate to the learner’s presentation context.</p> <p>US 31027 12 Definitions <i>Conventions</i> refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context.</p>	<p>Key</p> <table><tr><td></td><td>Shared by both standards (structure/organisation)</td></tr><tr><td></td><td>Shared by both standards (relevancy to the topic)</td></tr><tr><td></td><td>Only in 31027 given the higher demands at Level 3</td></tr></table> <table><tr><th>PC</th><th>US 31026</th><th>US 31027</th></tr><tr><td>1.1</td><td>Presentation is structured and relevant to the topic</td><td>Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.</td></tr><tr><td>1.2</td><td>Clear evidence of connected discourse*</td><td>Range of appropriate language features and conventions are demonstrated with adequate control.</td></tr><tr><td>1.3</td><td>Presentation conventions are used.</td><td></td></tr></table> <p>* The <i>Definitions</i> state that ‘connected discourse’ refers to the use of conjunctions and pronoun reference to link ideas. Thus, it has been grouped with evidence relating to structure and organisation of ideas.</p>		Shared by both standards (structure/organisation)		Shared by both standards (relevancy to the topic)		Only in 31027 given the higher demands at Level 3	PC	US 31026	US 31027	1.1	Presentation is structured and relevant to the topic	Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.	1.2	Clear evidence of connected discourse*	Range of appropriate language features and conventions are demonstrated with adequate control.	1.3	Presentation conventions are used.		<p>Performance criteria</p> <p>To ensure her assessment task and marking schedule meet the requirements of both standards, Ms. Wright identifies the similarities and differences between both performance criteria.</p> <p>Checking <i>Guidance Information</i></p> <p>Further details of how students can demonstrate sufficient evidence of the performance criteria are provided in the Guidance Information of each standard. It will also provide guidance regarding the conditions of assessment.</p>
	Shared by both standards (structure/organisation)																			
	Shared by both standards (relevancy to the topic)																			
	Only in 31027 given the higher demands at Level 3																			
PC	US 31026	US 31027																		
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1.2	Clear evidence of connected discourse*	Range of appropriate language features and conventions are demonstrated with adequate control.																		
1.3	Presentation conventions are used.																			

Creating guidelines for an assessment task

SAMPLE ASSESSMENT TASK

Student Guidelines

Unit Standard 31026						Unit Standard 31027					
Title	Present information on a familiar topic in English language					Title	Deliver a developed presentation on a familiar topic in English language				
Level	2	Credits	5	Version	2	Level	3	Credits	5	Version	2

Student Guidelines

Assessment task

You will deliver an informative presentation about an important plant from your culture.

Based on your practice presentation, you will sit **Unit Standard** _____.

Your presentation must be:

Unit Standard 31026	Unit Standard 31027
<ul style="list-style-type: none"> at least 2 minutes long structured, connected and relevant to the topic using a range of presentation conventions understood by the audience 	<ul style="list-style-type: none"> at least four minutes long organised, developed and relevant to the topic purpose, audience and context using a range of appropriate language features and conventions with adequate control understood by the audience

If you have a question or do not understand the assessment task, you may ask your teacher for help.

As Ms. Wright becomes increasingly familiar with both standards, she uses them to design the assessment task. She creates two documents: 'Student Guidelines' and 'Assessor Guidelines'.

Student Guidelines are used by learners. They include information about the unit standard, assessment task, assessment conditions, credits and grades available, and what learners need to do to achieve the standard.

Additionally, it can also provide instructions that guide learners through the steps they will take and any checkpoints they must meet in completing the assessment.

Assessor Guidelines are used by teaching staff responsible for assessing students. They include information about the unit standard, assessment task, assessment conditions, credits and grades available, and include the assessment schedule or marking criteria. It can support Ms. Wright and her colleagues to be consistent in their use of the standard. However, modifications could be made, such as a change of topic so that it is relevant to the learning context of her colleague's classroom.

Designing a task to assess two, unit standards

Ms. Wright's assessment task clearly states the *Standard Number*, **Title**, *Level*, *Credits*, and *Version* as stated in both Unit Standards 31026 and 31027. The task is clearly aligned to the outcome(s).

Assessment Conditions

Assessment conditions ensure the learner's work is their own. They have been informed by the *Guidance Information* from both unit standards. They are not exhaustive and could be further developed to suit learners and their contexts.

The assessment will take place over a timeframe set by your teacher (A specific timeframe and checkpoints could be given).

- *The presentation must be your own work.*

You can use cue cards as a prompt, but you must not read from the written notes. (This statement could be rephrased to serve as a reminder to use 'eye contact' throughout their presentation).

- *You can support your presentation with visuals, such as PowerPoint or slides, but these must not have lots of writing in them. Any visuals you use will not be assessed. (Ms. Wright could omit references to visuals if she wanted her students to focus solely on the oral component of this assessment).*

You may use the Student Checklist on the next page to help you achieve.

Ms. Wright must consider how the assessment will be conducted to maintain the authenticity of candidates' work and ensure there are no breaches of the assessment conditions. Details regarding how assessors must conduct the assessment can be included in the *Assessor Guidelines*.

Assessment Conditions - examples of additional statements to support achievement

To make expectations clear to students, conditions **must** stipulate that 'all assessment activities **must be completed in English**'. It could add 'no translation devices or sources in languages other than English may be used during the assessment'.

Ms. Wright will work to **reduce affective barriers for her learners**, in a manner that maintains the authenticity of their work. More information is provided in the section 'Identifying and Reducing Affective Barriers'.

Although in line with the *Guidance Information*, this statement could be rephrased to serve as a reminder to use 'eye contact' throughout their presentation. As it is not a requirement of the standard, Ms. Wright could omit references to **visuals** if she wanted her students to focus solely on the oral component of this assessment.

A statement to inform students that their **presentations will be recorded** could be added to the conditions.

Unit Standard 31026 version 2 Guidance Information

- 5 All assessment activities **must be conducted in English**, which must not be the learner's first language.
- 6 Assessment must be conducted in a supportive and familiar environment, in which **affective barriers are reduced**. Learners may request assistance to understand the requirements of the assessment task.

Unit Standard 31027 version 2 Guidance Information

- 7 All assessment activities **must be conducted in English**, which must not be the learner's first language.
- 8 Learners may request assistance to understand the requirements of the assessment task.
- 9 The presentation must be the learner's own work and must be audible and understood. Errors and inconsistencies in grammar, vocabulary, and pronunciation may be present, but they must not impede meaning. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as

<p>7 The presentation must be the learner's own work and must be audible and understood. Hesitations, errors, and inconsistencies may be present, but meaning is rarely impeded. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. Visuals may include a minimal amount of written text and should not be assessed as part of this standard.</p> <p>8 For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at https://www2.nzqa.govt.nz.</p>	<p>visuals. Visuals may include a minimal amount of written text and should not be assessed as part of this standard.</p> <p>10 For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at: https://www2.nzqa.govt.nz.</p>
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Student Checklist

The checklist below shows how the assessment task provides differentiation across levels. It is designed to help learners keep on track to meet the requirements of the standards. You can adapt it to better suit the needs of your learners and their context.

	US 31026	US 31027		
	Achieved	Achieved	Merit	Excellence
Structure & Organisation	<p>Present information which is structured and connected. This means that:</p> <ul style="list-style-type: none"> An introduction gives the background and purpose of your presentation. Relevant information follows that is organised logically. A concise conclusion that signals the end. 	<p>Present information which is generally organised and developed. This means that:</p> <ul style="list-style-type: none"> An introduction gives the background and purpose of your presentation. Information is presented in logical order and develops ideas by giving additional details and examples. A concise conclusion that signals the end. 	<p>Meet the criteria for Achieved.</p> <p>Develop ideas by providing more supporting detail, evidence, and examples.</p> <p>Use linking words to join ideas in paragraphs and between paragraphs.</p>	<p>Meet the criteria for Merit.</p> <p>Fully develop ideas by expanding on ideas and providing additional details and explanation.</p> <p>Clearly signal different parts of your presentation and link ideas all of the time.</p>
Language Features (see next page for examples)	<p>Use language features and conventions to communicate your ideas. This includes conjunctions and pronoun reference to link ideas.</p>	<p>Use enough language features and conventions to communicate your ideas. These must be appropriate to the topic, purpose, audience and context.</p>	<p>Meet the criteria for Achieved.</p> <p>Use a larger number of language features and conventions correctly with very few mistakes.</p>	<p>Meet the criteria for Merit.</p> <p>Use several language features and conventions correctly with almost no mistakes. Any mistakes do not affect meaning.</p>

Delivery	Be understood by your audience. Any hesitations, errors, or inconsistencies rarely affect meaning.	Be understood by your audience. Any errors or inconsistencies do not affect meaning.	Meet the criteria for Achieved. Be easily understood with only some inconsistencies, some of which you self-correct.	Meet the criteria for Merit. Be very easily understood with very few inconsistencies which you can self-correct.
Language Features include:				
Grammar	<ul style="list-style-type: none"> verb forms and tense e.g. <i>live, are living, lived, may</i> sentence structure e.g. <i>simple sentences, compound sentences and complex sentences</i> lexical chains e.g. <i>migrant workers, urban areas, factories</i> cohesive devices such as: <ul style="list-style-type: none"> pronoun reference e.g. <i>this, they</i> conjunctions e.g. <i>and, but, so, because, yet</i> connectives e.g. <i>In the same way, However</i> discourse markers e.g. <i>In the future we will need to ...</i> 			
Word use	<ul style="list-style-type: none"> correct word choice e.g. <i>significant</i> correct grammatical form e.g. <i>one suggestion is ... This suggests that ...</i> correct collocation e.g. <i>it is significant that</i> using words in the right order e.g. <i>as a significant social problem</i> 			
Speaking	Pronunciation <ul style="list-style-type: none"> Saying words correctly Volume <ul style="list-style-type: none"> Speaking loudly enough to be heard by all of your audience Pace <ul style="list-style-type: none"> Speaking not too fast and not too slow Voice <ul style="list-style-type: none"> Appropriate intonation with your voice going up or down to convey meaning Use of stress to emphasise important points, or stressing the correct part of a word Using correct rhythm 			
Conventions – verbal strategies	<ul style="list-style-type: none"> rhetorical questions e.g. <i>Why do they do it?</i> hyperbole e.g. <i>It was the best day ever!</i> anecdotes e.g. <i>I think about my parents and how we enjoy spending time going to ...</i> repetition e.g. <i>greater obstacles... greater goals...greatness.</i> inclusive language e.g. <i>Have you ever thought about</i> 			

Conventions – non-verbal strategies	non-verbal strategies <ul style="list-style-type: none"> • eye contact • gestures • facial expression • behaviour such as standing correctly up straight and facing your audience.
Unit Standard 31026 version 2	Unit Standard 31027 version 2
Outcomes and performance criteria Outcome 1 Present information on a familiar topic in English language. Range at least two minutes duration. Performance criteria 1.1 Presentation is structured and relevant to the topic. 1.2 Clear evidence of connected discourse is included in the presentation. 1.3 Presentation conventions are used. Range eye contact, body language, verbal strategies which may include opening and closing	Outcomes and performance criteria Outcome 1 Deliver a developed presentation on a familiar topic in English language. Range may include but is not limited to a presentation of information or instructions, persuasive oral texts, recounts of past events; at least four minutes in duration. Performance criteria 1.1 Information is generally organised, developed , and relevant to the topic, purpose, audience, and context . 1.2 Range of appropriate language features and conventions are demonstrated in the presentation with adequate control .
10 Definitions Connected discourse refers to the use of conjunctions and pronoun reference to link ideas . Conventions refer to verbal and non-verbal strategies appropriate to the learner's presentation context. Errors refer to systematic use of incorrect language features. Familiar topics refer to topics that are well known and relevant to the learner. Inconsistencies refer to variable control in language features, where the learner can self-correct if necessary. Presentation refers to a speaker delivering information to an audience, either as a monologue or through an interactive	Available grade: Achieved, Merit, and Excellence Criteria for Merit Presentation of information is organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with good control. Meaning of spoken text is conveyed with minor inconsistencies . Criteria for Excellence Presentation of information is effectively organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with

<p>dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product</p>	<p>consistent control to communicate ideas effectively. Meaning of spoken text is conveyed with minimal inconsistencies.</p>
<p>Guidance information 7 The presentation must be the learner's own work and must be audible and understood. Hesitations, errors, and inconsistencies may be present, but meaning is rarely impeded. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. Visuals may include a minimal amount of written text and should not be assessed as part of this standard.</p>	<p>12 Definitions Conventions refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context. Developed refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples, and/or evidence. Errors refer to systematic use of incorrect language features. Inconsistencies refer to variable control in language features, where the learner can self-correct if necessary.</p>
	<p>Guidance information 9 The presentation must be the learner's own work and must be audible and understood. Errors and inconsistencies in grammar, vocabulary, and pronunciation may be present, but they must not impede meaning. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. Visuals may include a minimal amount of written text and should not be assessed as part of this standard.</p>

Identifying and reducing affective barriers for the assessment task

Guidance Information 6 (GI 6) for US 31026 version 2, prompts Ms. Wright to take steps to reduce test anxiety and stress that learners may experience during high stakes assessment.

GI 6 Assessment must be conducted in a supportive and familiar environment, in which **affective barriers are reduced**. Learners may request assistance to understand the requirements of the assessment task.

Ms. Wright can adapt her approach to respond to her learners' needs.

Some approaches Ms. Wright may use to reduce affective barriers may include:

- Assessing learners as part of an integrated unit of work.
- Making explicit the assessment conditions and standard terminology during in-class learning or as part of formative tasks so learners know what to expect under summative assessment conditions.
- 'Chunking' the assessment task by carefully setting timeframe(s) and checkpoint(s) for learners to meet. Ms. Wright could split the assessment into different parts, only providing key assessment documents once learners are ready for the next step. This can help them stay motivated, focused, and on-track.
- Providing a familiar environment, as well as consistent "assessment conditions" routines.
- Adjusting her approach and manner during assessment as necessary to support, encourage, and even cajole learners!

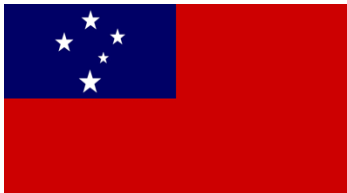
As **US 31027 version 2** is intended for learners who are developing increasing independence, the **requirement to reduce affective barrier is not stated** in the standard. However, these approaches can still be used so long as the presentation is the learner's own work, and the requirements of the unit standard are followed. In both standards, learners may ask for help to clarify instructions and the task (shown below).

GI 8 **Learners may request assistance** to understand the requirements of the assessment task.

Reducing barriers - helping learners during an assessment task

Ms. Wright has taken **steps to reduce affective barriers** and help some of her learners under assessment conditions. The following scenarios are based on short learner profiles and conversations that can arise during internal assessment.

Getting Lani Started



Name: Lani
Born: Samoa
First Language(s): Samoan
Age: 16

Lani has lived in New Zealand for five and a half years. She is comfortable conversing with her peers and teachers in informal settings, and she often participates in group activities. She struggles in reading and writing and has trouble getting started. While other learners have begun to brainstorm their ideas, Lani is trying to process the requirements of the assessment. Ms. Wright has a conversation to guide Lani on getting started.

Lani: "Miss... What do I do now? Am I planning?"

Ms. Wright: "At the moment we're just brainstorming our ideas about the topic. Have you thought about what plant you might choose?"

Lani: "Yes Miss, we have Teuila, so I might choose Teuila."

Ms. Wright: "Can you tell me about Teuila? Teuila? Am I saying it correctly?"

Lani: "Yeah Teuila, it's like a flower for our country, and there's a famous festival for our country from the flower."

Ms. Wright: "Oh that sounds awesome, Lani. You could write that down on your brainstorm. Think about all the things you know about Teuila and write them down. You can organise your ideas later."

Lani nods and gets to work. Ms. Wright will come back and check on her later. Without giving her the answers, Lani now has a bit more confidence to move forward.

More about the Teulia flower: [Teulia Flower Meaning, Symbolism & Spiritual Significance - Foliage Friend - Learn About Different Types of Plants](#)

Keeping Ali motivated



Name: Ali
Born: Afghanistan
First language(s): Dari
Age: 17

Ali is a former refugee who did not receive a formal education prior to living in New Zealand. He has been here now for one year.

He learnt to read and write in Dari from his eldest sister. He is making steady progress with his oral language but needs additional time to complete writing tasks as he struggles with fine motor skills.

Ali has been working hard drafting his presentation. It is about pomegranate fruit. He will talk about its uses and importance in cultural dishes, traditions, and the economy. It has taken him one week under assessment conditions to write his introduction and first body paragraph. Ms. Wright notices that the usually productive Ali is delaying his work. He and Ms. Wright have a chat to support his next steps.

Ali: "Miss, how much longer are we doing this?"

Ms. Wright: "The assessment? Well, I planned for the drafts to be due this Wednesday. Can I see what you've got so far?"

Ms. Wright takes a seat next to Ali and reads over his script.

Ms. Wright: "Hey Ali, do you want to read this aloud to me? That way you'll know how much more you need to write to get to two minutes. I'll time you. Try saying it the same way you will in your presentation."

Ali takes a deep breath and reads aloud his script. Ms. Wright listens politely and nods reassuringly. She stops the clock at 1:09.

Ms. Wright: "That's sounding great, Ali. How much more do you think you'll need to do if this is the time?"

Ali: "Wait, how long we speak? Two minutes? Oh, so maybe one paragraph. And ending."

Ms. Wright: "Does that seem okay with you? What's on your planning sheet?"

Ali: "Oh, yes Miss that's easy, I've still got lots to write, now I can't write them all!"

Ms. Wright: "Yes, that's right. You're nearly there Ali, just remember to think about the time. Two minutes goes fast."

Checking in with Yu Ying



Name: Yu Ying

Born: China

First Language(s): Mandarin

Age: 16

Yu Ying is an international student who arrived in New Zealand at the start of the current term. She has come alone and is living with a homestay family. Yu Ying appears quiet and withdrawn in class. After a check-in from the homestay coordinator, it is apparent that Yu Ying is experiencing culture shock and homesickness.

As a new arrival, the assessment has been a lot for Yu Ying to contend with. The mode and style of assessment is foreign to her, and she is still adjusting to learning in a New Zealand classroom. To make sure Yu Ying does not miss key instructions, Ms. Wright has been checking-in with her during the assessment. Fortunately, Yu Ying has been able to use her own knowledge about the uses and importance of bamboo in China, picking up relevant vocabulary from the 'Bamboo and Flax' unit. Her familiarity with the topic has made the assessment task less overwhelming.

Although Yu Ying is at ELLP Stage 3 in writing, her speaking skills are not as strong, so Yu Ying will be working to achieve US 31026. Ms. Wright tells Yu Ying that even though she is aiming for a Level 2 standard for her presentation, she could still sit the Level 3 writing standard US 28068 based on her work this term.

On the day of Yu Ying's presentation, Yu Ying looks extremely nervous and unwell.

Ms. Wright: "Yu Ying, are you going to be okay to present today?"

Yu Ying doesn't respond. Her friend gets up and tells Ms. Wright that Yu Ying is really scared and doesn't feel well.

Ms. Wright: “Yu Ying, would you like to try right now, or maybe at lunchtime with me and a few of your friends?”

Yu Ying nods, and Ms. Wright asks her to take a seat and to come back and speak with her later at the end of the lesson.

Student: “Miss! Why doesn’t she have to do hers!”

Ms. Wright: “She will, just at lunchtime with some friends.”

Student: “Can I do that too, Miss?”

Ms. Wright: “Well, let’s see how you go first. I think you’ll do a great job. Just remember, it’s not easy for new students to speak in front of the whole class. Do you remember what it was like when you first came to New Zealand?”

Student: “Oh... True.”

Ms. Wright: “Okay everyone – just remember, I want everyone to have a go at presenting to the class, but we need to be supportive of each other too. I want you to focus on showing what *you* can do after all your hard work on this term’s unit.”

Yu Ying comes back and gives her presentation to a select few friends and Ms. Wright. She does a great job, and Ms. Wright encourages her to present to the class tomorrow. Yu Ying hesitates but eventually agrees. That evening, she practices hard at home. The following day Yu Ying successfully delivers her presentation to all her classmates.