

Section 6: Sufficiency and assessment guidance

Where can I find information to help me know more about assessment requirements at each level?



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Assessments for NZCEL have different requirements for different skills at different levels. Typically, texts and/or turns will be longer as learners progress through the NZCEL levels. The language and complexity of reading and listening texts and spoken and written output will also increase as learners progress through the NZCEL Levels.

A summary of recommended text and task lengths is included in the table below. Further details on sufficiency and assessment guidelines can be found by clicking on the tabs below the table.

Text and task lengths

	Listening	Reading	Writing	Speaking
Level 1 Foundation	Not stated	50-150 words	Minimum 20 words	At least 3 turns and 6 statements
Level 1	1-2 minutes	100-250 words	Minimum 75 words	45s to 2 minutes
Level 2	1-2 minutes	250-450 words	Minimum 120 words	2 to 4 minutes
Level 3 General	3-5 minutes	350-600 words	Minimum 200 words	3 to 5 minutes
Level 3 Applied	4-5 minutes	450-800 words	Minimum 300 words for the exit level	4 to 6 minutes
Level 3 Academic	4-5 minutes	450-800 words	Minimum 300 words, (500 for EAP US 30508)	4 to 6 minutes
Level 4 General	6-8 minutes	Minimum 800 words	Minimum 400 words for the exit level	6 to 10 minutes
Level 4 Employment	6-8 minutes	Minimum 800 words	Minimum 400 words for the exit level	6 to 10 minutes
Level 4 Academic	6-8 minutes	Minimum 800 words (1500 for EAP US 22751)	Minimum 400 for one text, EAP US 22749 minimum 500 words, EAP US 22750 minimum 800 words	6 to 10 minutes

Level 5 General	8-10 minutes	Minimum 1500 words	Minimum 600 words	10 to 12 minutes
Level 5 Employment	8-10 minutes	Minimum 1500 words	Minimum 600 words	10 to 12 minutes
Level 5 Academic	8-10 minutes	Minimum 1500 words	Minimum 600 words for one text, Minimum 1000 words for the exit level text (to be higher than L4academic)	10 to 12 minutes
Level 6 Advanced	10 minutes	Minimum 1500 words	Minimum 800 words at the exit level	10 to 12 minutes



NZCEL (Foundation) (Level 1)



NZCEL (Level 1)



NZCEL (Level 2)



NZCEL (General) (Level 3)



NZCEL (Applied) (Level 3)



NZCEL (Academic) (Level 3)



NZCEL (Academic) (Level 4)



NZCEL (Employment) (Level 4)



NZCEL (General) (Level 4)



NZCEL (Academic) (Level 5)



NZCEL (Employment) (Level 5)



NZCEL (General) (Level 5)



NZCEL (Advanced) (Level 6)

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Sufficiency and Assessment Guidance for NZCEL

LEVEL 1 FOUNDATION			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two very short basic oral texts on two different everyday common topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts include at least three points. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two very short basic texts on two different everyday common topics with high frequency words and phrases and/or basic sentences, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are between 50-150 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two very short basic texts on personal information, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 20 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two speaking tasks in familiar everyday situations on familiar and personal topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions consist of a minimum of three turns for each speaker (not counting greetings and farewells) and that monologues consist of at least 6 statements. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction.

			<ul style="list-style-type: none"> Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.
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LEVEL 1			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two short simple oral texts on two different predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 1-2 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two short simple texts on two different predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are between 100-250 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two short simple texts on predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 75 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two speaking tasks on familiar everyday topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 45 seconds and 2 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction. Speaking assessments should be undertaken with

large amounts of written texts.	<ul style="list-style-type: none"> • Texts may be supported by visuals where appropriate. 		minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.
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LEVEL 2			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two straightforward oral texts on two different familiar everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 1-2 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two straightforward texts on two different familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are between 250-450 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts on different familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 120 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two straightforward speaking tasks, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 2 to 4 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction. Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not

			<p>include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 3 General			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different reasonably familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 3-5 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different reasonably familiar topics assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are between 350-600 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts on two different reasonably familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 200 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two speaking tasks on reasonably familiar topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 3 to 5 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction. Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such

			<p>as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 3 Applied			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 4-5 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts on different, reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are between 450-800 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts on different, reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 300 for the exit level text. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two speaking tasks on reasonably familiar topics relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 4 to 6 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction. Speaking assessments should be undertaken with minimal reference to written materials. Written

			<p>support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 3 Academic			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 30509 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP unit standard 30509 text must be a minimum of 5 minutes in length. It is recommended that texts for other assessments are approximately 4-5 minutes in duration. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 30511 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP unit standard 30511, texts must be at least 800 words in total. It is recommended that texts for other assessments are between 450-800 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of three texts on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 30507 and EAP Unit Standard 30508 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP unit standard 30507 texts must be a minimum of 300 words and for the mandatory EAP unit standard 30508 texts must be a minimum of 500 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two speaking tasks on reasonably familiar topics relevant to the academic context, assessed on different occasions. EAP Unit Standard 30510 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP unit standard 30510, the monologue must be at least 5 minutes in duration. It is recommended that other assessments are approximately 4 to 6 minutes in duration.

<p>Additional notes:</p> <ul style="list-style-type: none"> • Listening texts must be repeated once only. • Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Additional notes:</p> <ul style="list-style-type: none"> • Responses can be written, oral, or by non-verbal demonstration. • Texts may be supported by visuals where appropriate. 	<p>words. It is recommended that the remaining text is a minimum of 300 words.</p> <p>Additional notes:</p> <ul style="list-style-type: none"> • The mandatory EAP unit standard 30507 must be assessed under test conditions. 	<p>Additional notes:</p> <ul style="list-style-type: none"> • At least one task must be an interaction. • Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.
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LEVEL 4 General			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 6-8 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 800 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 400 words for the exit level. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 6 to 10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation. Speaking assessments should be undertaken with minimal reference to

			<p>written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 4 Employment			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 6-8 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 800 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are minimum of 400 words for the exit level. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 6 to 10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation. Speaking assessments should be undertaken with minimal reference to written materials. Written

			<p>support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 4 Academic			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on at least two different topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 22892 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP unit standard 22892 the text must be a minimum of 8 minutes in length. It is recommended that each text is approximately 6-8 minutes in duration. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on at least two different topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 22751 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP Unit Standard 22751, text must be at least 1500 words. It is recommended that texts for other assessments are a minimum of 800 words. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of three texts on at least two different topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 22749 and EAP Unit Standard 22750 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP Unit Standard 22749, text must be a minimum of 500 words. For the mandatory EAP Unit Standard 22750, text must be at least 800 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks on at least two different topics relevant to the academic context, assessed on separate occasions. EAP Unit Standard 22891 must be used, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> For the mandatory EAP Unit Standard 22891, the presentation must be at least 8 minutes. It is recommended that other monologues and interactions are between 6 to 10 minutes in duration.

<p>Additional notes:</p> <ul style="list-style-type: none"> • Listening texts must be repeated once only. • Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Additional notes:</p> <ul style="list-style-type: none"> • Responses can be written, oral, or by non-verbal demonstration. • Texts may be supported by visuals where appropriate. 	<p>words. It is recommended that the text for other assessment is a minimum of 400 words.</p> <p>Additional notes:</p> <ul style="list-style-type: none"> • The mandatory EAP Unit Standard 22749 must be assessed under test conditions. 	<p>Additional notes:</p> <ul style="list-style-type: none"> • At least one task must be an interaction. • Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.
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LEVEL 5 General			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 8-10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 1500 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the text at the exit level is a minimum of 600 words. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 10 to 12 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation. Speaking assessments should be undertaken with minimal reference to written materials. Written

			<p>support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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LEVEL 5 Employment			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 8-10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 1500 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the text at the exit level is a minimum of 600 words. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 10 to 12 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation. Speaking assessments should be undertaken with minimal reference to written materials. Written

			<p>support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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Draft for consultation

LEVEL 5 Academic			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 8-10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 1500 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the text at the exit level is a minimum of 1000 words. Other text(s) can be a minimum of 600 words. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 10 to 12 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation.

large amounts of written texts.			<ul style="list-style-type: none"> Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.
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LEVEL 6 Advanced			
Listening	Reading	Writing	Speaking
<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that each text is approximately 10 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> Listening texts must be repeated once only. Texts may be supported by video or other visuals, but these must not include large amounts of written texts. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the texts are a minimum of 1500 words. <p>Additional notes:</p> <ul style="list-style-type: none"> Responses can be written, oral, or by non-verbal demonstration. Texts may be supported by visuals where appropriate. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that the text at the exit level is a minimum of 800 words. <p>Additional notes:</p> <ul style="list-style-type: none"> One text to be assessed under test conditions. 	<p>Number of assessments:</p> <ul style="list-style-type: none"> A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency. <p>Length:</p> <ul style="list-style-type: none"> It is recommended that interactions and monologues are between 10 to 12 minutes in duration. <p>Additional notes:</p> <ul style="list-style-type: none"> At least one task must be an interaction, and one must be a presentation. Speaking assessments should be undertaken with minimal reference to

			<p>written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</p>
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