Exemplar for Unit Standard Literacy Level 1

This exemplar supports assessment against:

Unit Standard 26625

Actively participate in spoken interactions

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

New Zealand Qualifications Authority

To support internal assessment

Outcome 1: Actively participate in spoken interactions Grade: Achieved

1. For Outcome 1, learners actively participate in spoken interactions that reflect the listening and speaking demands described by Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See Guidance Information (GI) 3.

The evidence for this **one-on-one** interaction was naturally occurring from a school based Gateway Program context. see GI2.

This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.

The interaction is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See GI3.

Behaviours (non-verbal and verbal) demonstrate active participation in the interaction (job interview). The observation sheet includes specific evidence of non-verbal behaviours (shaking hands, eye contact, smiling) and specific quotes showing what the learner said (verbal behaviours). See Performance Criteria (PC) 1.1.

Participation in the interaction is appropriate to the intended purpose (to gain a part-time job) and participants (potential employee). See PC1.2.

Learner 1: Achieved

| | -to-one or Small gro | up inte | raction observation | sheet | NZWA |
|--------------|---|------------|--|---|--|
| Stand | dard 26625: Actively pa | rticipate | in spoken interactions | Level 1, Credits 3, \ | NEW ZEALAND QUALIFICATIONS AUTHORITY HANN TORU HATAURANGA O AOTEAKOA |
| Learne | er name and NSN: Learn | er A 🐧 | L | Charagener provide in the 1990 | Date of interaction: XX/XX/XXXX |
| Secon | nd participant's relationship | to learner | : (e.g. Classmate) Potential | Employer | Length of interaction: 10 Mins |
| Obser | ver name and relationship | to learner | Teacher | | and the state of the state of |
| | iption of situation in which i glish class, film discussion | nteraction | occurred: | Intended purpose listen to partner's idea | of interaction: e.g. Film analysis – share own ideas and s |
| Job In | nterview / Gateway progra | amme | | To get a part time | e job at Mitre 10 |
| N/A Outco | ome 1: Actively participat | e in spok | en interactions | | |
| ERs | I observed that: | /Yes | Record specific example | es of what the learn | or did or said |
| 1.1 | The learner used non- | | | | |
| | | e.g. | e.g. Nodded as partner explain | | |
| | verbal behaviours demonstrating active participation | e.g. ¥ | e.g. Nodded as partner explain | ed how one scene related | |
| | verbal behaviours demonstrating active participation The learner contributed | | e.g. Nodded as partner explain Shook hands when he when appropriate. | entered the room. N | l to an earlier one. |
| | verbal behaviours demonstrating active participation | Y | e.g. Nodded as partner explain Shook hands when he when appropriate. e.g. "In that scene where Kate Answered question "tell " I am planning to be a me know how much too tools." | end how one scene related entered the room. It was running away the she I me why you want builder when I leave ols and supplies costool until year 13 the | I to an earlier one. Maintained eye contact to interviewer. Sr ot was all shaky like they used a handheld camera." |

| (ER 1.1 cont) | The learner s | | e.g. | e.g. Asked why they use special effects | |
|------------------|---------------------------------|----------------------------|--------|---|--|
| | dialogue, der active partici | | | Agreed with interviewer and elaborated when told he would need to upskill with customer service. "No, I've never used a scanner or a till but I have no problem talking to customers." Asked for clarification "Do you mean my full licence? No but I'll be getting it next month." | |
| 1.2 | In terms of in purpose, the | | e.g. ¥ | e.g. Listened to partner's idea, and offered her opinion when partner finished | |
| | V | r's behaviour propriate | Υ | Kept on topic, asked about hours, pay and holidays. | |
| | | r's language ppropriate | A | Politely informed Mr Brown about his chainsaw certificate and first aid certificate "yeah I needed them for my Trades Academy course". | |
| | Y learner | 's tone was riate | | | |
| | In terms of of participants, | | e.g. | e.g. Polite, yet firm and confident | |
| | Y was an | 's behaviour propriate | Υ | Called the interviewer "Mr Brown" but changed to "David" when given permission. | |
| | | 's language propriate | | Politely negotiated to work the afternoon shifts when rugby was on "I am happy to work any hours but if possible I would like to keep up with playing football for my school." | |
| | Y learner | 's tone was | | | |

| | T | was appropriate | hours but if possible I would like | e to keep up with playing football for my school." |
|-------------------|-------------------|--|--|---|
| | Υ | learner's tone was appropriate | | to keep up that playing toolball for my concol. |
| ✓ Lea | rner a | actively participated in the | e interaction without undue assistance | ✓ Evidence occurred naturally (EN 2) |
| Obser | ver s | ignature: Assesso | or | Date: XX/XX/XXXX |
| Also no | te: | | | |
| informa | tion, c | r other (ER 1.2 range) | | rstand, achieve consensus or negotiate, share ideas and |
| Example different | es of I t view | now a learner may contribution points, other (ER 1.1 range) | ite ideas include by: initiating a new idea, add | ing details, giving feedback, responding to feedback, adding |
| Example | es of l | now a learner may sustain sponding to feedback, sumr | dialogue include by: asking questions, agreei narising/paraphrasing, acknowledging contribu | ng, disagreeing, seeking clarification, responding to utions, prompting, eye contact, other (ER 1.1 range) |
| | | | | |
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Outcome 1: Actively participate in spoken interactions
Grade: Achieved

2. For Outcome 1, learners actively participate in spoken interactions that reflect the listening and speaking demands described by Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. Guidance Information (GI) 3.

The evidence for this **group** interaction was naturally occurring during a school based Food Technology class. See GI2.

This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.

The interaction is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See GI3.

Behaviours (non-verbal and verbal) demonstrate active participation in the interaction (conversation to plan a meal menu). See Performance Criteria (PC) 1.1.

Participation in the interaction is appropriate to the intended purpose (to plan a 3 course meal) and participants (two other classmates). See PC1.2.

Learner 2: Achieved

| | er name and NSN: Learn | | in spoken interactions (2 | | on: XX/XX/XXX |
|--------------------|---|---------------|---|--|--------------------------------|
| Secor | nd participant's relationship | to learner | r: (e.g. Classmate) Classma | | ength of interaction: 30 Mins |
| .g. En | iption of situation in which i glish class, film discussion 11 Food Technology clas | | n occurred: | Intended purpose of interaction: e.g. Film listen to partner's ideas To plan a 3 course meal | analysis — share own ideas and |
| eamer I/A | 's first language; partner has Eng | ilish as a se | cond language | P | |
| utco | ome 1: Actively participat | e in spok | en interactions | the production of the contract | |
| Rs | ome 1: Actively participat | /Yes | Record specific example | es of what the learner did or said | |
| Rs | I observed that: The learner used non- | | Record specific example | es of what the learner did or said ed how one scene related to an earlier one. | |
| Rs | I observed that: | /Yes | e.g. Nodded as partner explained | | ooks. |
| Outco ERs .1 | I observed that: The learner used non-verbal behaviours demonstrating active | /Yes e.g. | Record specific example e.g. Nodded as partner explain. Made eye contact and s | ed how one scene related to an earlier one. | guil tariner |

| (ER 1.1 cont) | The learner sustained | e.g. | e.g. Asked why they use special effects |
|---------------------|---|------------------------|---|
| | dialogue, demonstrating active participation | Y | Asked the question ""So, does anyone have any ideas for the entree?" |
| | | | Answered question about allergies "yeah lots of people say they can only eat gluten free but I think we should cook what we like to eat and I like sausage rolls." |
| 1.2 | terrine or mitoriaca | | e.g. Listened to partner's idea, and offered her opinion when partner finished |
| | purpose, the: | - | |
| | Y was appropriate | Y | Kept on topic. Suggested that each person be in charge of one course "I'll get the stuff for |
| | Y learner's language was appropriate | | the sausage rolls and do the entree, unless one of you want to do it?" "Yeh, course we'll help each other too." |
| | Y learner's tone was appropriate | | |
| | In terms of other participants, the: | e.g. | e.g. Polite, yet firm and confident |
| | Y learner's behaviour was appropriate | Υ | Politely asked everyone in the group to vote on favourite recipes "So we agree right? |
| | Y learner's language was appropriate | | Anyway everyone loves chocolate cake." |
| | Y learner's tone was appropriate | | |
| | ver signature: Asses | | raction without undue assistance V Evidence occurred naturally (EN 2) Date: XX/XX/XXXX |
| | | av include | but in not limited to the |
| informat | ion, or other (ER 1.2 range) | ay irrollude | , but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and |
| Example | es of how a learner may cont viewpoints, other (ER 1.1 ra | ribute ide nge) | eas include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding |
| Example question | es of how a learner may sust is, responding to feedback, s | ain dialo ummarisir | gue include by: asking questions, agreeing, disagreeing, seeking clarification, responding to gg/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range) |
| | | | and a second to the second of |

Outcome 1: Actively participate in spoken interactions Grade: Not Achieved

3. For Outcome 1, learners actively participate in spoken interactions that reflect the listening and speaking demands described by Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See Guidance Information (GI) 3.

The evidence for this **one-on-one** interaction was naturally occurring during a school based ICT class. See GI2.

This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.

The interaction is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See GI3.

Behaviours demonstrate non-verbal participation in the interaction. However, sufficient evidence of what the learner specifically said (verbal participation), was not provided due to the assessor paraphrasing what the learner said and not providing direct quotes. See Performance Criteria (PC) 1.1.

Assessor has indicated that participation in the interaction is appropriate to the intended purpose (to discuss school BYOD rules) and participants (one other classmate) However, learner evidence (specific quotes of what the learner said) for this performance criteria was not provided. See PC1.2.

Learner 3: Not Achieved

| Second par Observer in Description e.g. English of ICT Class Description learner's first I N/A Outcome 1 ERs I ol | | to learner to learner interaction | r. Teacher |
|---|--|-----------------------------------|---|
| Observer no Description e.g. English of ICT Class Description learner's first IN/A Outcome 1 ERS 1 ol | name and relationship of situation in which i lass, film discussion | to learner | er: (e.g. Classmate) Classmate Length of interaction: 15 Teacher Intended purpose of interaction: e.g. Film analysis – share own ideas Ilsten to partner's ideas |
| Description e.g. English of ICT Class Description learner's first I N/A Outcome 1 ERs I of | of situation in which i | interaction | on occurred: Intended purpose of interaction: e.g. Film analysis – share own ideas |
| e.g. English of ICT Class Description learner's first i N/A Outcome 1 ERs I of | lass, film discussion | y and nor | listen to partner's ideas |
| Description learner's first I | of any cultural identit | y and nor | 100000000 |
| Description learner's first I | of any cultural identit | y and nor | To discuss school rules about RVOD (pair activity) |
| N/A Outcome 1 | n of any cultural identit language; partner has Eng | y and nor | pair activity) |
| ERs I ol | | | orms of participants that may have influenced learner participation (Explanatory Note 5): e.g. Er recond language |
| | 1: Actively participat | | |
| 1.1 The | bserved that: e learner used non- | /Yes | Record specific examples of what the learner did or said e.g. Nodded as partner explained how one scene related to an earlier one. |
| den | rbal behaviours monstrating active rticipation | Y | Held school rules so that both of them could read them. |
| | e learner contributed as verbally, | e.g. 🗸 | e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera." |
| den | as verbally, monstrating active rticipation | | Asked the question if they should read it, then read it out loud. Commented that th too many rules and the writing was very small so no one would normally read then |
| | | | |
| - 1 | | | |
| © NZQA | | | Standard 26625 : Observation sheet version 2017 |
| (ER 1.1 The | e learner sustained logue, demonstrating | 0.g. V | Standard 26625 : Observation sheet version 2017 e.g. Asked why they use special effects |
| (ER 1.1 The cont) dial | e learner sustained logue, demonstrating ive participation | o.g.* | e.g. Asked why they use special effects |
| (ER 1.1 The cont) dial acti | logue, demonstrating ive participation | | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: | e.g. * | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: learner's behaviour was appropriate learner's language was appropriate | | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: learner's behaviour was appropriate learner's language was appropriate learner's tone was appropriate | e.g. v | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. e.g. Listened to partner's idee, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: learner's behaviour was appropriate learner's language was appropriate learner's tone was appropriate erms of other ticipants, the: | | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: learner's behaviour was appropriate learner's language was appropriate learner's tone was appropriate erms of other ticipants, the: learner's behaviour was appropriate | e.g. v | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. |
| (ER 1.1 The dial acti | logue, demonstrating ive participation terms of intended pose, the: learner's behaviour was appropriate learner's language was appropriate erms of other ticipants, the: learner's behaviour | e.g. v | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world people always ha phones on, were checking their phones, including teachers. e.g. Listened to partner's idee, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. |

Outcome 1: Actively participate in spoken interactions Grade: Not Achieved

4. For Outcome 1, learners actively participate in spoken interactions that reflect the listening and speaking demands described by Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. Guidance Information (GI) 3.

The evidence for this **one-on-one** interaction was naturally occurring during a school based Literacy class. See GI2.

This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.

The interaction is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See GI3.

Insufficient evidence of what the learner said and did, to show that behaviours demonstrate active (non-verbal and verbal) participation in the interaction. For example, specific quotes of what the learner said 'he would do to improve his results' or what questions the learner asked 'about exams', was not provided. See Performance Criteria (PC) 1.1.

Insufficient specific evidence, to show that participation in the interaction is appropriate to intended purpose (to discuss school BYOD rules) and participants (teacher). For example, specific quotes of what 'good questions' the learner asked where not provided, nor was evidence to show how the learner was 'polite'. See PC1.2.

Learner 4: Not Achieved

| - | | er D | 4 Date of interaction: XX/XX/XXXX | |
|---------------|---|------------|--|--|
| | d participant's relationship ver name and relationship | | Tapphar | |
| | ption of situation in which | | | |
| e.g. En | glish class, film discussion | nteraction | listen to partner's ideas | |
| Litera | cy Class | | Self-Evaluation meeting | |
| | ption of any cultural identifi is first language; partner has Eng | | ms of participants that may have influenced learner participation (Explanatory Note 5): e.g. English is cond language | |
| | me 1: Actively participat | | | |
| ERs 1.1 | I observed that: The learner used non- | /Yes | Record specific examples of what the learner did or said e.g. Nodded as partner explained how one scene related to an earlier one. | |
| | verbal behaviours demonstrating active participation | Υ | Learner D sat across from me reading to participate. | |
| | The learner contributed ideas verbally, | e.g. 🗸 | e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera." | |
| | demonstrating active participation | | He agreed with my questions. "Yes" | |
| | participation | | He told me what assessments he had finished. | |
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| | | | Standard 26625 v 1/4 ; Observation sheet version 2017 Page 1 of 2 | |
| | The learner sustained dialogue, demonstrating | e.g. | Standard 26625 (); Observation sheet version 2017 Page 1 of 2 e.g. Asked why they use special effects | |
| | The learner sustained dialogue, demonstrating active participation | e.g. | | |
| | dialogue, demonstrating | e.g. | e.g. Asked why they use special effects | |
| (ER 1.1 cont) | dialogue, demonstrating active participation | e.g | e.g. Asked why they use special effects He told me what he would do to improve his results. | |
| cont) | In terms of intended purpose, the: Y dialogue, demonstrating active participation line terms of intended purpose, the: Y learner's behaviour learner's appropriate | | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. | |
| cont) | In terms of intended purpose, the: Y learner's behaviour y learner's language was appropriate V learner's row was | | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished | |
| cont) | In terms of intended purpose, the: Value Value | | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished | |
| cont) | In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's tone was appropriate In terms of other participants, the: | e.g. | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. | |
| cont) | In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's tone was appropriate Y learner's tone was appropriate Y learner's tone was appropriate Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's language learner's language was appropriate Y learner's language was appropriate | e.g. | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. | |
| cont) | In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's tone was appropriate In terms of other participants, the: learner's behaviour was appropriate learner's language | e.g. | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. | |
| 1.2 | In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's tone was appropriate In terms of other participants, the: learner's behaviour was appropriate In terms of other participants, the: learner's language Y learner's language Was appropriate Y learner's language Y learner's tone was appropriate Y learner's language Y learner's tone was appropriate Y learner's language Y learner's tone was appropriate | e.g. v | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. | |
| Lea | In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's tone was appropriate In terms of other participants, the: learner's behaviour was appropriate learner's behaviour was appropriate learner's tone was appropriate learner's behaviour was appropriate learner's language was appropriate learner's tone was appropriate | e.g. v | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. e.g. Polite, yet firm and confident He was polite. Evidence occurred naturally (EN 2) Date: | |
| Lea Obsel | In terms of intended purpose, the: Value Learner's behaviour | e.g. v | e.g. Asked why they use special effects He told me what he would do to improve his results. He asked me some questions about exams. e.g. Listened to partner's idea, and offered her opinion when partner finished He listened appropriately and asked good questions. e.g. Polite, yet firm and confident He was polite. | |

| Louino | i iiame and | _{NSN:} Learn | ei C | Date of interaction: X | ^/^/// |
|--|--|--|-----------|--|---------------------------------------|
| | | | | Classmoto | of interaction |
| | | nd relationship t | | | |
| Descrip | tion of situ | ation in which ir | | n occurred: Intended purpose of interaction: e.g. Film analys | is – share own |
| e.g. Engi | lish class, film | n aiscussion | | listen to partner's ideas | |
| ICT CI | ass | | | To discuss school rules about BYOD (pair | activity) |
| Descrip learner's N/A | otion of any first language | r cultural identity e; partner has Engl | and nor | rms of participants that may have influenced learner participation (Explanator econd language | y Note 5): e.g |
| Outcor | me 1: Activ | vely participate | in spok | ken interactions | |
| ERs 1,1 | I observe | | /Yes | Record specific examples of what the learner did or said | |
| | verbal beh | aviours | e.g. | e.g. Nodded as partner explained how one scene related to an earlier one. Held school rules so that both of them could read them. | |
| | demonstra participatio | | Y | 1.5.5 25.55 raide de siat best et sient could feat sient. | |
| | The learne ideas verba | er contributed | e.g. v | e.g. "In that scene where Kate was running away the shot was all shaky like they used a h | andheld camer |
| | demonstra participatio | ting active | | Asked the question if they should read it, then read it out loud. Com- too many rules and the writing was very small so no one would norm | |
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| | | | | Standard 26625 ; ; Observation sheet version 2017 | |
| | | er sustained demonstrating icipation | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. | ople always |
| (ER 1.1 cont) | dialogue, c active parti | demonstrating icipation | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe | ople always |
| cont) | dialogue, c active parti | demonstrating icipation fintended he: | e.g. ` | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe | ople always |
| cont) | In terms of purpose, the Y learn was Y learn V learn | f intended he: her's behaviour appropriate her's language appropriate | | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. | ople always |
| cont) | In terms of purpose, it y learn was Y learn appr In terms of number of the purpose, it is approximately approximat | f intended he: ner's behaviour appropriate ner's language appropriate ner's tone was opriate | | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished | ople always |
| | In terms of purpose, it y learn was Y learn appr In terms of participants. | f intended he: he: he's behaviour appropriate her's tone was ropriate oritale soft tone was ropriate fother's, the: | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. e.g. Polite, yet firm and confident | ople always |
| cont) | In terms of purpose, it y learn was Y learn sparticipants Y learn was Y learn was Y learn was Was Y learn y le | fintended he: he: her's behaviour appropriate her's tone was ropriate of other s, the: | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. | ople always |
| cont) | In terms of purpose, the y was y learr | f intended he: he's behaviour appropriate her's language appropriate her's tone was ropriate s, the: her's behaviour appropriate her's tone was ropriate her's shaviour appropriate her's language appropriate her's language | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. e.g. Polite, yet firm and confident | ople alway |
| cont) | In terms of purpose, the y was y learr | f intended he: her's behaviour appropriate her's tanguage appropriate her's tone was ropriate her's behaviour appropriate her's tone was ropriate her's behaviour appropriate her's language appropriate her's language appropriate | e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world pe phones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. | ople alway |
| 1.2 Lear Observ. Also not | In terms of purpose, it y learn was Y learn y learn y was Y learn y was Y learn appr In terms of purpose, it y learn appr in terms of purpose, it y learn appr y learn y appr y learn | demonstrating icipation f intended he: he: her's behaviour appropriate her's language appropriate her's tone was ropriate for ther s, the: her's behaviour appropriate her's language | e.g. e.g. | e.g. Asked why they use special effects Suggested that no one would follow the rules as in the real world perphones on, were checking their phones, including teachers. e.g. Listened to partner's idea, and offered her opinion when partner finished Stayed on topic and gave a lot of opinions. e.g. Polite, yet firm and confident Was very polite and didn't swear. | N 2) |
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Outcome 1: Actively participate in spoken interactions Grade: Not Achieved

5. For Outcome 1, learners actively participate in spoken interactions that reflect the listening and speaking demands described by Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See Guidance Information (GI) 3.

The evidence for this **group** interaction was naturally occurring during a school based English language class. See GI2.

This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.

The interaction is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Listen and speak to communicate' strand of the Learning Progressions for Adult Literacy. See GI3.

Insufficient evidence of what the learner said and did to show that behaviours demonstrate active (non-verbal and verbal) participation in the interaction. For example, no context was given for learner evidence of what he didn't 'like', what was 'too expensive', what he 'didn't think so' about, or even why he replied 'nah'. See Performance Criteria (PC) 1.1.

Evidence shows that participation in the interaction is not appropriate to the intended purpose (to make plans for the weekend) and the participants (classmates). For example, the learner was 'forced to' participate and 'kept spinning in his chair and pulling his hoodie over his face', showing that his behaviour was not appropriate in terms of the other participants. See PC1.2.

One-to-one or Small group interaction observation sheet

Learner 5: Not Achieved

| Second participant's relationship to learner; Pacher Teacher | | er name | e and NSN: Learn | er D | e in spoken interactions Level 1, Credits 3, Date of interaction: XX/XX/XXXXX |
|--|--|---|--|--|--|
| Description of an intuition in which interaction occurred: a finding dask middle discussion English Language Class English Language Class To make plans for the weekend Description of any cultural identity, and norms of participants that may have influenced learner participation (Explanatory Note 5): **a_English case accord language NNA Outcome 1: Actively participate in spoken interactions English Language Class To make plans for the weekend Description of any cultural identity, and norms of participants that may have influenced learner participation (Explanatory Note 5): **a_English case accord language NNA Outcome 1: Actively participate in spoken interactions English Language Participate in spoken interactions English Language Class To make plans for the weekend To make plans for the weekend To make plans for the weekend Outcome 1: Actively participate in spoken interactions English Language Class To make plans for the weekend To make plans for the weekend Outcome 1: Actively participate in spoken interactions English Language Class To make plans for the weekend Moved class and spoken for the spoken for the weekend Word class and spoken for the spoken for | | | | | Classmates |
| Description of shatation in which interaction occurred: | | | | | |
| Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): e.g. Emplaint insurer's stat language, partiner has English as a second language NA Outcome 1: Actively participate in spoken interactions Fix Observed that: Na | Descri | iption o | f situation in which ir | | n occurred: Intended purpose of interaction: e.g. Film analysis – share own ideas a |
| Continue | Englis | h Lanç | guage Class | | To make plans for the weekend |
| CR 1.1 The learner sustained card Page Record specific examples of what the learner did or said Page P | learner | | | | |
| CR 1.1 The learner sustained card Page Record specific examples of what the learner did or said Page P | Outco | ome 1: | Actively participate | in spok | ken interactions |
| werbal behaviours demonstrating active participation The learner contributed doas verbally, demonstrating active participation N Sandard 26625 v Disservation sheet version 2017 Page **Too expensive** Too expensive** **Too expensive** Too expensive** **Too expensive** | | | | | |
| CR 1.1 The learner contributed didas verbally, demonstrating active participation N N N N N N N N N | 1.1 | | | e.g. | |
| CRN 1.1 The learner sustained dialogue, demonstrating active participation N Standard 26625 v Deservation sheet version 2017 Page | | demo | onstrating active | N | Moved chair away from the table. Kept head down. |
| CR 1.1 The learner sustained dialogue, demonstrating active participation N Standard 26625 v Deservation sheet version 2017 Page | | | | e.g. | e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera." |
| Page | | ideas | s verbally, | | |
| Standard 28625 v Observation sheet version 2017 Page | | | | N | |
| The learner sustained dialogue, demonstrating active participation Page 2016 Page 20 | | | | | - se experience |
| (cR 1.1 The learner sustained dialogue, demonstrating active participation 1.2 In terms of intended purpose, the: Purpose, the: e.g. e.g. Listened to partner's idea, and offered her opinion when partner finished | | | | | |
| (cR 1.1 The learner sustained dialogue, demonstrating active participation 1.2 In terms of intended purpose, the: Purpose, the: e.g. e.g. Listened to partner's idea, and offered her opinion when partner finished | | | | M | |
| The learner sustained dialogue, demonstrating active participation Properticipation | | | | | 350.1 649 |
| dialogue, demonstrating active participation "Don't think so." "Nah" 1.2 In terms of intended purpose, the: learner's behaviour was appropriate learner's intended e.g. e.g. Listened to partner's idea, and offered her opinion when partner finished | © NZQA | 4 | | | Standard 26625 v Observation sheet version 2017 Pag |
| dialogue, demonstrating active participation Ton't think so." | | | | | |
| dialogue, demonstrating active participation Ton't think so." | | | | | |
| 1.2 In terms of intended purpose, the: | (ER 1.1 cont) | | | e.g. | e.g. Asked why they use special effects |
| 1.2 In terms of intended purpose, the: | | | | N | "Don't think so." |
| purpose, the: X learner's behaviour was appropriate X learner's tone was appropriate X learner's behaviour | | | | ' | "Nah" |
| purpose, the: X learner's behaviour was appropriate X learner's tone was appropriate X learner's behaviour | | | | | |
| purpose, the: X learner's behaviour was appropriate X learner's behaviour was appropriate X learner's tone was appropriate X learner's tone was appropriate In terms of other participants, the: X learner's behaviour was appropriate X learner's behaviour was appropriate X learner's tone was appropriate X learner's behaviour was appropriate was appropriate X learner's behaviour was appropri | 1.2 | In ten | ms of intended | 8.0 | en listened to partner's idea and offered bor opinion when partner finished |
| was appropriate X learner's tone was appropriate In terms of other participants, the: learner's language was appropriate In terms of other was appropriate In terms of o | | purpo | se, the: | o.g. | |
| was appropriate X learner's tone was appropriate In terms of other participants, the: X learner's behaviour was appropriate X learner's behaviour Was appropriate X learner's cone was appropriate X learner's cone was appropriate X learner's cone was appropriate X learner's lone was appropriate X learner's cone was appropriate X l | | IX I | | | Only answered questions when forced to |
| appropriate In terms of other participants, the: learner's behaviour was appropriate X learner's language X learner's tone was appropriate X learner actively participated in the interaction without undue assistance Y Evidence occurred naturally (EN 2) | | | was appropriate | N | Only answered questions when forced to. |
| participants, the: X learner's behaviour was appropriate X learner's language was appropriate X learner's tone was appropriate Assessor Date: Evidence occurred naturally (EN 2) Date: Also note: Intended purpose of interaction may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range) Examples of how a learner may contribute ideas include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range) Examples of how a learner may sustain dialogue include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range) | | X | was appropriate learner's language was appropriate | N | Only answered questions when forced to. |
| was appropriate X learner's language was appropriate X learner's tone was appropriate X learner actively participated in the interaction without undue assistance Observer signature: ASSESSOF Date: XX/XX/XXXX Also note: Intermed purpose of interaction may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range) Examples of how a learner may contribute ideas include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding details of how a learner may sustain dialogue include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range) | | X X | was appropriate learner's language was appropriate learner's tone was appropriate | | |
| Was appropriate X learner's tone was appropriate X Learner actively participated in the interaction without undue assistance ✓ Learner actively participated in the interaction without undue assistance ✓ Evidence occurred naturally (EN 2) Observer signature: ASSESSOF Date: XX/XX/XXX Also note: Intended purpose of interaction may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range) Examples of how a learner may contribute ideas include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range) Examples of how a learner may sustain dialogue include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range) | | X X In terr | was appropriate learner's language was appropriate learner's tone was appropriate ms of other ipants, the: | | e a Polite vet firm and coalidate |
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