

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

	<p>Outcome 1: Actively participate in spoken interactions Grade: Achieved</p>
<p>1.</p>	<p>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.</p> <p>The evidence for this one-on-one interaction was naturally occurring from a school based Gateway Program context. see GI2.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>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.</p> <p>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.</p> <p>Participation in the interaction is appropriate to the intended purpose (to gain a part-time job) and participants (potential employee). See PC1.2.</p>

Learner 1: Achieved

Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, 1

Learner name and NSN: Learner A 1 Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Potential Employer Length of interaction: 10 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
Job Interview / Gateway programme	To get a part time job at Mitre 10
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language, partner has English as a second language</i>	
N/A	

Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	Y/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	Y	<i>e.g. Nodded as partner explained how one scene related to an earlier one.</i> Shook hands when he entered the room. Maintained eye contact to interviewer. Smiled when appropriate.
	The learner contributed ideas verbally, demonstrating active participation	Y	<i>e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."</i> Answered question "tell me why you want this job?" "I am planning to be a builder when I leave school so I think working at Mitre 10 would help me know how much tools and supplies cost, plus I could become more familiar with the tools." "Yes, I'm staying at school until year 13 then I plan to take a building course at polytec. so I need the money to pay for the course."

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	<i>e.g. Asked why they use special effects</i> 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 intended purpose, the:	e.g. ✓	<i>e.g. Listened to partner's idea, and offered her opinion when partner finished</i>
	Y learner's behaviour was appropriate	Y	Kept on topic, asked about hours, pay and holidays. Politely informed Mr Brown about his chainsaw certificate and first aid certificate "yeah I needed them for my Trades Academy course".
	Y learner's language was appropriate		
	Y learner's tone was appropriate		
	In terms of other participants, the:	e.g. ✓	<i>e.g. Polite, yet firm and confident</i>
	Y learner's behaviour was appropriate	Y	Called the interviewer "Mr Brown" but changed to "David" when given permission. 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 language was appropriate		
	Y learner's tone was appropriate		

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)

	<p>Outcome 1: Actively participate in spoken interactions Grade: Achieved</p>
<p>2.</p>	<p>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.</p> <p>The evidence for this group interaction was naturally occurring during a school based Food Technology class. See GI2.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.</p> <p>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.</p> <p>Behaviours (non-verbal and verbal) demonstrate active participation in the interaction (conversation to plan a meal menu). See Performance Criteria (PC) 1.1.</p> <p>Participation in the interaction is appropriate to the intended purpose (to plan a 3 course meal) and participants (two other classmates). See PC1.2.</p>

Learner 2: Achieved
Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, 4, 5

Learner name and NSN: Learner B 2

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Classmates

Length of interaction: 30 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
Year 11 Food Technology class	To plan a 3 course meal
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language; partner has English as a second language</i>	
N/A	

Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	Yes e.g. ✓	Record specific examples of what the learner did or said <i>e.g. Nodded as partner explained how one scene related to an earlier one.</i>
1.1	The learner used non-verbal behaviours demonstrating active participation	Y	Made eye contact and smiled as they passed around recipe books.
	The learner contributed ideas verbally, demonstrating active participation	Y	<i>e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."</i> Offered to take notes "You guys look up what we we should cook and I'll write down the page numbers." Agreed with group that they shouldn't do anything complicated "if the recipe is tricky we might mess it up, also, those types of recipes take a lot of time and we only have an hour."

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	Y	<i>e.g. Asked why they use special effects</i> 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	In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's tone was appropriate	Y	<i>e.g. Listened to partner's idea, and offered her opinion when partner finished</i> Kept on topic. Suggested that each person be in charge of one course "I'll get the stuff for the sausage rolls and do the entree, unless one of you want to do it?" "Yeh, course we'll help each other too."
	In terms of other participants, the: Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's tone was appropriate	Y	<i>e.g. Polite, yet firm and confident</i> Politely asked everyone in the group to vote on favourite recipes "So we agree right? Anyway everyone loves chocolate cake."

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)

	<p>Outcome 1: Actively participate in spoken interactions Grade: Not Achieved</p>
<p>3.</p>	<p>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.</p> <p>The evidence for this one-on-one interaction was naturally occurring during a school based ICT class. See GI2.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Learner 3: Not Achieved
Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3

Learner name and NSN: Learner C 3

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Classmate

Length of interaction: 15 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
ICT Class	To discuss school rules about BYOD (pair activity)
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language; partner has English as a second language</i> N/A	

Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	Y/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓	<i>e.g. Nodded as partner explained how one scene related to an earlier one.</i>
		Y	Held school rules so that both of them could read them.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	<i>e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."</i>
			Asked the question if they should read it, then read it out loud. Commented that there were too many rules and the writing was very small so no one would normally read them.

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	<i>e.g. Asked why they use special effects</i>
			Suggested that no one would follow the rules as in the real world people always had their phones on, were checking their phones, including teachers.
1.2	In terms of intended purpose, the:	e.g. ✓	<i>e.g. Listened to partner's idea, and offered her opinion when partner finished</i>
	Y learner's behaviour was appropriate		Stayed on topic and gave a lot of opinions.
	Y learner's language was appropriate		
	Y learner's tone was appropriate		
In terms of other participants, the:	e.g. ✓	<i>e.g. Polite, yet firm and confident</i>	
Y learner's behaviour was appropriate		Was very polite and didn't swear.	
Y learner's language was appropriate			
Y learner's tone was appropriate			

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)

	<p>Outcome 1: Actively participate in spoken interactions Grade: Not Achieved</p>
<p>4.</p>	<p>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.</p> <p>The evidence for this one-on-one interaction was naturally occurring during a school based Literacy class. See GI2.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.</p> <p>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.</p> <p>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 '<i>he would do to improve his results</i>' or what questions the learner asked '<i>about exams</i>', was not provided. See Performance Criteria (PC) 1.1.</p> <p>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 '<i>good questions</i>' the learner asked where not provided, nor was evidence to show how the learner was '<i>polite</i>'. See PC1.2.</p>

Learner 4: Not Achieved
Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3,

Learner name and NSN: Learner D 4

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Teacher

Length of interaction: 10 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
Literacy Class	Self-Evaluation meeting
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language; partner has English as a second language</i> N/A	

Outcome 1: Actively participate in spoken interactions

ERs	Observed that:	Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓ Y	e.g. Nodded as partner explained how one scene related to an earlier one. Learner D sat across from me reading to participate.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera." He agreed with my questions. "Yes" He told me what assessments he had finished.

(ER 1.1 cont)	The learner sustained 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. He asked me some questions about exams.
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. Listened to partner's idea, and offered her opinion when partner finished
	Y learner's behaviour was appropriate		He listened appropriately and asked good questions.
	Y learner's language was appropriate		
	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		He was polite.
	Y learner's language was appropriate		
	Y learner's tone was appropriate		

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3

Learner name and NSN: Learner C 3

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Classmate

Length of interaction: 15 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i> ICT Class	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i> To discuss school rules about BYOD (pair activity)
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language; partner has English as a second language</i> N/A	

Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓ Y	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.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera." Asked the question if they should read it, then read it out loud. Commented that there were too many rules and the writing was very small so no one would normally read them.

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	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 had their phones on, were checking their phones, including teachers.
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. Listened to partner's idea, and offered her opinion when partner finished
	Y learner's behaviour was appropriate		Stayed on topic and gave a lot of opinions.
	Y learner's language was appropriate		
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		Was very polite and didn't swear.
	Y learner's language was appropriate		
Y learner's tone was appropriate			

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)

	<p>Outcome 1: Actively participate in spoken interactions Grade: Not Achieved</p>
<p>5.</p>	<p>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.</p> <p>The evidence for this group interaction was naturally occurring during a school based English language class. See GI2.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month. See GI3.</p> <p>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.</p> <p>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 '<i>like</i>', what was '<i>too expensive</i>', what he '<i>didn't think so</i>' about, or even why he replied '<i>nah</i>'. See Performance Criteria (PC) 1.1.</p> <p>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.</p>

Learner 5: Not Achieved
Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3,

Learner name and NSN: Learner D 5

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Classmates

Length of interaction: 20 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
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): <i>e.g. English is learner's first language; partner has English as a second language</i>	
N/A	

Outcome 1: Actively participate in spoken interactions

ERs	Observed that:	Yes/No	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	N	Moved chair away from the table. Kept head down.
	The learner contributed ideas verbally, demonstrating active participation	N	"Nope, don't like it" "Too expensive"

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓ N	e.g. Asked why they use special effects "Don't think so." "Nah"
1.2	In terms of intended purpose, the:	e.g. ✓ N	e.g. Listened to partner's idea, and offered her opinion when partner finished Only answered questions when forced to.
	X learner's behaviour was appropriate X learner's language was appropriate X learner's tone was appropriate		
	In terms of other participants, the:	e.g. ✓ N	e.g. Polite, yet firm and confident Kept spinning in his chair and pulling his hoodie over his face.
	X learner's behaviour was appropriate X learner's language was appropriate X learner's tone was appropriate		

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

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)