

English Language Assessment Support Material

Unit standard	27996				
Title	Write a simple text on an everyday topic in English language				
Level	1	Credits	5	Version	4

Assessor Guidelines

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

Note:

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

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Use of this assessment resource without modification may mean that students' work is not authentic. While this resource exemplifies how to assess writing a simple text on an everyday topic in English language, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to write a simple text on an everyday topic in English language.

It is recommended that:

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

Award of Grades

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

For Achieved, learners must:

- Write a simple text on an everyday topic in English language.

Conditions of Assessment

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

- All assessment activities must be conducted in English, which must not be the learner's first language.
- Assessment must be conducted in a supportive environment. Learners may request assistance to understand the requirements of the assessment tasks.
- Learners may use a bilingual and/or English dictionary.
- Learners' writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work. Writing may contain errors and inaccuracies, but these must not impede meaning. The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard.

Resource Requirements

- Pen and paper
- Dictionary

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Learners may use the student checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to learners that their writing may need further work on ideas, language, structure or accuracy in grammar, spelling and punctuation, but should not identify or correct errors.
- For moderation purposes, learner drafts must be included in the submission.
- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard: 27996

Standard title: Write a simple text on an everyday topic in English language.

Credits: 5

Resource title: Describe the area you live in

Assessor guidance: Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to write a simple text on an everyday topic in English language.

This activity will take place in class time.

- You may ask for help to understand the task instructions.
- Your writing must be in your own words.
- You may use a bilingual and/or an English dictionary.
- You will be given time to do a draft before your final copy.
- Your assessor will check your draft and give general guidance only.

Task

Write a description of the area you live in. You must write at least 75 words.

Your writing needs to show that you can:

- Write a text that is all about the topic (PC 1.1).
- Structure the text appropriately (PC 1.2).
- Use simple language features such as simple and compound sentences, simple verb forms, and conjunctions (PC 1.3).
- Use vocabulary relevant to the topic and appropriate to the sentence structure.

You can use the checklist on the next page to check that you have done everything correctly.

Student Checklist

In this assessment task, you will need to show you can do the following:	PC
Write at least 75 words.	–
Only include information about the area you live in.	1.1
Write a description that: <ul style="list-style-type: none"> names the area you are describing. has information about the area in a logical order. 	1.2
Write: <ul style="list-style-type: none"> simple sentences, e.g. I am twenty years old. compound sentences, e.g. I come from China but I live in New Zealand now. 	1.3
Use: <ul style="list-style-type: none"> simple present tense, e.g. come, live, have, is, are simple joining words, e.g. and, but, or. 	1.3
Make sure that your writing can be understood and has as few mistakes as possible.	1.4
Use: <ul style="list-style-type: none"> the right vocabulary, e.g. town, city. the right word form, e.g. a town, not a towns. 	1.4

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write a simple text on an everyday topic in English language. Range: <ul style="list-style-type: none"> one text of at least 75 words. text may include but is not limited to a simple description, recount. 	Refer to the evidence for 1.1–1.4 below	A simple description of at least 75 words is written.
1.1 Content is related to the topic of the text.	Relevant details may include, e.g. <i>location, size, population, facilities/services</i>	The content is relevant to the topic.
1.2 Text is structured in a manner appropriate to the text type.	E.g. <i>I live in Napier. It is a large town in the North Island. It is on the east coast. Over sixty thousand people live in Napier. I live in a part of Napier called Westshore. It is in the north of the city. It is near the airport and the beach. There are lots of houses and two primary schools in Westshore. You can shop in Westshore or get a bus to the shopping mall in Napier.</i>	The text type is a description that names the area to be described, and this is followed by details in logical order.

<p>1.3 Simple language features appropriate to the text type are used in the writing.</p> <ul style="list-style-type: none"> Range: language features include but not limited to complete simple and compound sentences, simple verb forms, simple cohesive devices. 	<p>Language features include:</p> <ul style="list-style-type: none"> complete simple sentences, e.g. <i>It is on the East Coast.</i> complete compound sentences, e.g. <i>You can shop in Westshore or get a bus to the shopping mall in Napier.</i> simple verb forms, e.g. <i>is, live, are, get.</i> simple cohesive devices, e.g. <i>and, but, because.</i> 	<p>Simple language features appropriate to the text type are used.</p> <p>Meaning is clear although there may be errors and inaccuracies.</p>
<p>1.4 Vocabulary relevant to the topic and appropriate to the sentence structure is used in the writing.</p> <p>Range:</p> <ul style="list-style-type: none"> word choice, grammatical form. 	<p>E.g.</p> <ul style="list-style-type: none"> word choice, e.g. <i>large, city, school, airport, island</i> grammatical form, e.g. <i>a part, lots of houses.</i> 	<p>Vocabulary is generally relevant to the topic.</p> <p>Vocabulary is appropriate to the sentence structure most of the time.</p>

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

Model text on a parallel topic

NB. This model text is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level.

<p>1.2 <i>Text is structured in a manner appropriate to the text type, a description with the town named followed by details in logical order.</i></p> <p>1.1 <i>Content is related to the topic of the text.</i></p> <p>1.4 <i>Vocabulary relevant to the topic and appropriate to the sentence structure is used in the writing.</i></p>	<p style="text-align: center;">My house</p> <p>I live in a small house in Blenheim. I live with my husband and my two children. My house <i>has</i> a lounge, a kitchen, a dining room and three bedrooms. It also has a garage and a large garden. The lounge is my favourite room because it is big and has large windows. The bedrooms have big wardrobes but we never have enough space for my children's toys. My children like the garden best because they have a trampoline there.</p> <p style="text-align: right;">79 words</p>	<p>1.3 <i>Simple language features appropriate to the text type are used in the writing:</i></p> <ul style="list-style-type: none"> • <i>simple sentences</i> • <i>simple present tense</i> • <i>simple cohesive devices</i> <i>compound sentences</i> • <i>correct word length</i>
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