English Language Assessment Support Material

Unit standard	27997				
Title	Write a simple text for a practical everyday purpose 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 for a practical everyday purpose 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 for a practical everyday purpose 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 be 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 for a practical everyday purpose in English language.

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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 an 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:	27997
Standard title:	Write a simple text for a practical everyday purpose in English language
Credits:	5
Resource title:	**Returning an item to the shop**
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 for a practical everyday purpose 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 instructions on how to return a faulty item to a shop. 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 the conventions that are usually used for this text type, e.g. layout (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 and instructions on how to return something to the shop.	1.1
Write a set of instructions that: • tells what the instructions are about • gives a list of the things that will be needed for the task • gives a list of steps to follow.	1.2
Write: • simple sentences, e.g. *Get a library card* • compound sentences, e.g. *Take a library membership form and fill it in.* Use: • simple present tense, e.g. *come, live, have, is, are* • imperatives, e.g. *go, take* • simple joining words, e.g. *and, but, or* • bullet points and/or a numbered list.	1.3
Make sure that your writing can be understood and has as few mistakes as possible.	1.3
Use: • the right vocabulary, e.g. library, membership • the right word form, e.g. a card, not a cards.	1.4

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write a simple text for a practical everyday purpose in English language. Range: • one text of at least 75 words. • text may include but is not limited to a simple letter, note, invitation, email, simple instructions. Practical, everyday purposes may include, but is not limited to, requesting information, inviting, informing, thanking, apologising.	Refer to the evidence for 1.1–1.4 below	A simple text for a practical everyday purpose is written, and contains at least 75 words.
1.1 Appropriateness to the practical purpose of the text is demonstrated by the content.	The instruction relates to returning an item to the shop. Refer to the examples in 1.2.	The content is generally appropriate to the practical purpose of giving instructions for returning an item to the shop.
1.2 Text structure appropriate to the text type is used.	The text states the purpose, e.g. *This is how you return an item to the shop.* The text has a list of what is required to complete the task, e.g.	The text type is an instruction text that states the purpose and has the steps to be carried out in logical order.

	You need to bring:
	• *the broken item*
	• *a receipt*
	
	The text has steps in logical order, e.g.
	   1. *Go to the shop*
	   2. *Find the customer service desk...*	

1.3 Simple language features and conventions appropriate to the text type are used in the writing. Range: simple language features may include but not limited to complete simple and compound sentences, simple verb forms, simple cohesive devices • conventions may include but not limited to salutations, layout.	Language features include: • complete simple sentences, e.g. *Find the customer service desk.* • complete compound sentences, e.g. *Take the broken item to the shop and find the customer service desk.* • simple verb forms, e.g. *is, live, are, get* • imperatives, e.g. *go, take, bring* • simple cohesive devices, e.g. *and, but, because.* Layout may include: • bullet points • numbered list.	Simple language features appropriate to the text type are used. Meaning is clear although there may be errors and inaccuracies. Appropriate conventions are followed.
1.4 Vocabulary relevant to the topic and appropriate to the sentence structure is used in the writing. Range: • word choice, grammatical form	E.g. • word choice, e.g. *item, shop, receipt* • grammatical form, e.g. *an item, broken* not *broke.*	Vocabulary is generally relevant to the topic. Vocabulary is appropriate to the sentence structure most of the time.

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

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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.

| 1.2 *Text structure is appropriate to the text type, an instruction text with a brief introductory sentence and statement of text purpose, followed by a list of what is needed to complete the task, and the steps you need to take.*

1.1 *Appropriateness to the practical purpose of the text is demonstrated by the content.*

1.4 *Vocabulary relevant to the topic and appropriate to the sentence structure is used in the writing.* | **How to get a library card**

A library card is very useful because it helps you get free books and DVDs. This text tells you how to get a library card.

To get a library card you will need:
• a letter that has your address on it.
• ID.

This is how you get a library card:
1. Go to the main desk at the library.
2. Take a library membership form and fill it in.
3. Give the form to the librarian and show your ID and letter.
4. Get a library card.
5. Now you can start to borrow books!

95 words | 1.3 *Simple language features and conventions appropriate to the text type are used:*

• *simple sentences*
• *appropriate layout*
• *simple present tense*

• *imperatives*
• *compound sentences*
• *simple cohesive devices*

• *correct word length* |

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