

English Language Assessment Support Material

Unit standard	30994				
Title	Read and understand a simple English language written text in an everyday context				
Level	1	Credits	5	Version	2

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 understanding of a simple English language written text in an everyday context, 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 read and understand a simple English language written text in an everyday context.

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:

- Read and understand a simple English language written text in an everyday context.

Conditions of Assessment

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

- All assessment activities must be conducted in English language, 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 task.
- Learners may use a bilingual and/or English dictionary.
- Learner responses may be oral, or written, as relevant and appropriate.

Resource Requirements

- One simple English language written text
- Questions to assess comprehension

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' responses may contain phonological, textual, or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses reading skills; not spoken or written skills.
- A range of item response types must be used across tasks. This may include short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- For this unit standard the written text:
 - must be approximately 200–250 words;
 - may have complementary illustrations or diagrams. If so, these must be placed so that the relationship between text and illustration is clear to the learner;
 - must be familiar and relevant but must not have been seen by the learners prior to the assessment;
 - may be an abridged version designed for learners;
 - must be guided by the first 1000 words of the *New General Service List*
<https://www.newgeneralservicelist.com/>
- The assessment schedule is for assessors only, and is 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: 30994

Standard title: Read and understand a simple English language written text in an everyday context

Credits: 5

Resource title: Waitomo Caves

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 read and understand a simple English language written text in an everyday context. You will need to answer questions about important information in the text, and about vocabulary.

This activity will take place in class time.

Task

Your teacher will provide you with a text.

You will need to read the text and then answer the questions.

You will need to show that you can:

- Identify key information from the text (PC 1.1).
- Identify the meaning of essential vocabulary used in the text (PC 1.2).

Waitomo Caves

Waitomo is a town in the North Island of New Zealand. It was called Waitomo by the Māori people. 'Wai' is the Māori word for water and 'tomo' means hole, so 'Waitomo' means a hole with water.

Lots of people visit Waitomo because it has very special caves. These caves are over 30 million years old. Visitors go through the caves by boat. It is very dark in the caves but there are thousands of very small lights on the walls and roof. These lights are made by glow-worms that shine their lights in the dark. Glow-worms do not like noise or bright light. That is why visitors have to be quiet and cannot take photos.



There are lots of different caves and you can do exciting things in them. You can go rafting, jumping and climbing. There are people to help you to have fun but also to be safe.

Many famous people have visited the caves. Two famous actors flew from China with their family and friends. They had their wedding photos in the cave with the glow-worms. Their photos were seen by many people. A famous New Zealand singer called Kiri Te Kanawa once had a concert in the caves.

The caves are very busy in the summer, so it is important to book from December to March and in the school holidays. Winter is a good time to go because it doesn't rain in the caves.

240 words

Name:

Date:

Read the text and answer the questions below.

Key information from the text is identified (1.1).

1. Answer the questions

a. What can you see inside the caves?

b. What are two things you can do inside the caves?

c. When is the best time to go?

2. Circle the correct answer – True / False

- a. Glow-worms shine their lights only when it is dark. True / False
- b. You can only see glow-worms on the roof of the cave. True / False
- c. There are two caves. True / False
- d. Many people visit the caves in the school holidays. True / False

The meaning of essential vocabulary used in the text is identified (1.2).

3. Match the words with the pictures. There are more words than you need.

light	friends	concert	hole	climb	jump	photos
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a. _____

b. _____

c. _____



d. _____

e. _____

4. Add the missing words. There are more words than you need.

visitors	different	bright	actors	includes	busy	holidays
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- a) If you take a photo in the dark there is a _____ light.
- b) A lot of people go to Waitomo Caves so it is very _____.
- c) People who come to the caves are called _____.
- d) Many people visit the caves in the _____.
- e) The caves are not all the same. They are very _____.

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1 Read and understand a simple English language written text in an everyday context.</p> <p>Range:</p> <ul style="list-style-type: none"> text type may include but is not limited to a description, information text, recount. 	Refer to evidence for 1.1–1.3 below	A simple text in an everyday context is read and understood in terms of obtaining key information and identifying meaning of essential vocabulary.
<p>1.1 Key information from the text is identified.</p> <p>Range:</p> <ul style="list-style-type: none"> information from a description or information text includes main ideas, supporting details, or specific information; information from a recount includes participants, setting, sequence of events; five items of information. 	<p>The following answers:</p> <p>Question 1:</p> <ol style="list-style-type: none"> <i>glow-worms/very small lights</i> <i>rafting, jumping, climbing, boating, exciting things</i> (any two) <i>winter</i> <p>Question 2:</p> <ol style="list-style-type: none"> <i>true</i> <i>false</i> <i>false</i> <i>true</i> 	<p>Main ideas and specific information are obtained from the information text.</p> <p>Five out of seven answers are correct.</p>

<p>1.2 The meaning of essential vocabulary used in the text is identified.</p> <p>Range:</p> <ul style="list-style-type: none"> • eight words and/or phrases. 	<p>Question 3:</p> <p>a) <i>hole</i> b) <i>climb</i> c) <i>light</i> d) <i>jump</i> e) <i>concert</i></p> <p>Question 4:</p> <p>a) <i>bright</i> b) <i>busy</i> c) <i>visitors</i> d) <i>(summer/school) holidays</i> e) <i>different</i></p>	<p>Key words are linked to meaning.</p> <p>Eight out of ten answers are correct.</p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.