

## English Language Assessment Support Material

<b>Unit standard</b>	31000				
<b>Title</b>	Read and understand basic English language written information for common everyday practical purposes				
<b>Level</b>	1	<b>Credits</b>	10	<b>Version</b>	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 basic English language written information for a common everyday practical purpose, 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 basic English language written information for common everyday practical purposes.

This unit standard is at Foundation level.

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 basic English language written information for common everyday practical purposes.

## 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. Task instructions may be given in the learner's preferred language.
- Assessment must be conducted in a highly supportive environment, where assessors assist the learners to understand the requirements of the task, where required, and reduce affective barriers.
- Learners may use a bilingual and/or an English dictionary.
- Learners' responses may be oral, written, or non-verbal e.g. demonstrating or carrying out written instructions, as relevant and appropriate.

## Resource Requirements

- One basic English language written text for a practical purpose
- 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.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two reading tasks. Each task must be for a different purpose and assessed on separate occasions.
- 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 for assessment against this unit standard. This may be short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- For this unit standard, written texts:
  - must each be approximately 50–100 words across both texts;
  - must be predictable with very basic sequence, layout, structure, and language features;
  - may have complementary illustrations or diagrams but 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 abridged versions designed for learners;
  - must be guided by the first 500 words of the *New General Service List*  
<https://www.newgeneralservicelist.com/>.
- 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:** 31000

**Standard title:** Read and understand basic English language written information for common everyday practical purposes

**Credits:** 10

**Resource title:** Classroom rules

**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 basic English language written information for common everyday practical purposes. You will need to show that you understand important information and words in the text.

This is one of two tasks that you will need to do to achieve this unit standard.

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).

## Reading text

### Classroom Rules

1. **Class starts at 9am. Always come on time!**
2. **Always bring pen, pencil and dictionary.**
3. **Do not use your mobile phone in class.**
4. **No hot drinks in class. You can drink water in class.**
5. **Do not eat food in class.**
6. **Do not talk when others are talking.**
7. **No smoking in class.**
8. **Put the rubbish in the rubbish bin.**
9. **Put paper in the recycling bin.**



**Rubbish bin**



**Recycling bin**

Name: .....

Date: .....

Read the text and answer the questions below.

**Key information for understanding the practical purpose of each text is identified (1.1).**

1. What can you do in class? Circle the correct answers.

e.g. Smoke	Yes	<input checked="" type="radio"/> No
a) Use a mobile phone	Yes	No
b) Drink water	Yes	No
c) Eat food	Yes	No
d) Drink coffee	Yes	No

2. Where do you put the rubbish?

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3. What do you need to bring to class?

---

4. What time does class start?

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**The meaning of essential vocabulary as used in each text is identified (1.2).**

5. Match the words with the pictures.

hot drink

mobile phone

pen

paper

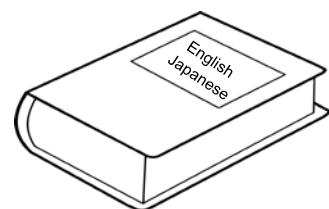
food

dictionary

pencil

bin

class

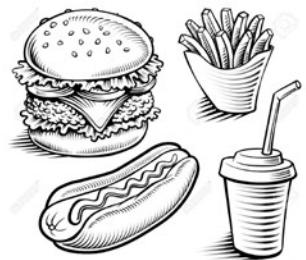
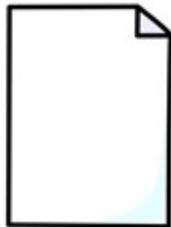


a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_



e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

## Assessment Schedule

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An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task required for this unit standard.

## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b> Read and understand basic English language written information for common everyday practical purposes.  Range: <ul style="list-style-type: none"><li>two texts each for a different practical purpose, which may be assessed on separate occasions;</li><li>text types may include but are not limited to directions, instructions, signs, labels, personal communication, forms, recipes, procedures.</li></ul>	Refer to evidence for 1.1–1.2 below.	A basic text for a common everyday practical purpose is read and understood in terms of obtaining key information and identifying meaning of essential vocabulary.
1.1 Key information for understanding the practical purpose of each text is identified.  Range: <ul style="list-style-type: none"><li>three items of information.</li></ul>	The following answers:  Question 1: a) no b) yes	Information that is essential for understanding the purpose of the text is obtained.  Five of seven answers are correct.

	<p>c) <i>no</i>  d) <i>no</i></p> <p>2. <i>in the rubbish bin</i>  3. <i>pen, pencil and dictionary</i>  4. <i>9am</i></p>	
<p>1.2 The meaning of essential vocabulary used in each text is identified.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>• five words and/or phrases.</li> </ul>	<p>The following answers:</p> <p>Question 5:</p> <p>a) <i>pencil</i>  b) <i>mobile phone</i>  c) <i>hot drink</i>  d) <i>dictionary</i>  e) <i>pen</i>  f) <i>paper</i>  g) <i>food</i></p>	<p>Key words are linked to meaning.</p> <p>Five of seven answers are correct.</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.**