

## English Language Assessment Support Material

<b>Unit standard</b>	31001				
<b>Title</b>	Read and understand a simple English language written text for an everyday practical purpose				
<b>Level</b>	1	<b>Credits</b>	5	<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 simple English language written text for an 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 a simple English language written text for an everyday practical purpose.

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 for an everyday practical purpose.

## 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' responses may be oral or written, as relevant and appropriate.

## Resource Requirements

- One simple 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.
- 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 include short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- For this unit standard, written text:
  - must be approximately 150–250 words;
  - 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 predictable in sequence, layout, structure, and language features;
  - 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 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

<b>Unit standard:</b>	31001
<b>Standard title:</b>	Read and understand a simple English language written text for an everyday practical purpose
<b>Credits:</b>	5
<b>Resource title:</b>	<b>Lemonade scones</b>
<b>Assessor guidance:</b>	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 for an everyday practical purpose. You will need to show that you can identify the purpose of the text. You will also need to show that you can understand important information and words in the text.

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 the practical purpose of the text (PC 1.1).
- Identify key information for understanding the practical purpose (PC 1.2).
- Identify the meaning of essential vocabulary used in the text (PC 1.3).

## Reading text

### Lemonade scones

Did you know that you can make scones with lemonade? Well, you can! Lemonade scones are very popular in New Zealand. They are very easy to make and they only use three ingredients!

### Ingredients

- 3 cups self-raising flour
- 1 cup lemonade
- 1 cup cream

### Instructions

1. Turn on your oven to 240 degrees Celsius.
2. Put baking paper on a tray.
3. Put the self-raising flour into a large bowl.
4. Add the lemonade and cream.
5. Mix with a knife until you have a soft dough. Do not mix too much!
6. Put a little bit of flour on the table and put the dough on top of the flour.
7. Use your hands to make a rectangle from the dough.
8. Next, use a glass to cut circles from the dough. Put the round scones on the tray.
9. Make more scones until you have used all the dough.
10. Put the tray of scones in the oven.
11. Cook for 12 minutes until golden brown.
12. Take the scones out of the oven and let them cool down a little.

You can eat your scones hot with butter. The best way to eat them is with whipped cream and jam. This recipe makes about 10 scones, so you can share some with your friends!

219 words

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the text and answer the questions below.

**The practical purpose of the text is identified (1.1).**

**1. What is the purpose of this text?**

The purpose of this text is to

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**Key information for understanding the practical purpose of the text is identified (1.2).**

**2. Circle the correct answer – True / False**

- |                                       |      |       |
|---------------------------------------|------|-------|
| a. You mix the dough with a spoon     | True | False |
| b. You cut the dough with a knife     | True | False |
| c. You cook the scones in the oven    | True | False |
| d. You cook the scones for 12 minutes | True | False |

**3. Answer the questions**

a. What three ingredients do you use for the scones?

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b. What is the *first* thing you should put in the bowl?

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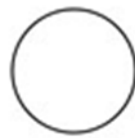
c. How many scones does this recipe make?

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The meaning of essential vocabulary as used in each text is identified (1.3).

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

butter	bowl	circle	glass	lemonade	rectangle	knife
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a. \_\_\_\_\_

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

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



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

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

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

jam	quickly	mix	popular	instructions	brown	cook
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- a) Follow the \_\_\_\_\_ to make scones.
- b) You have to \_\_\_\_\_ the ingredients together.
- c) \_\_\_\_\_ the scones in the oven.
- d) Take out the scones when they are a \_\_\_\_\_ colour.
- e) You can put \_\_\_\_\_ on your scones.

## Assessment Schedule

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## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b> Read and understand a simple English language written text for an everyday practical purpose. Range: <ul style="list-style-type: none"> <li>text types may include but are not limited to directions, instructions, notices, signs, advertisements, labels, personal communication, forms, procedures, recipes.</li> </ul>	Refer to evidence for 1.1–1.3 below.	A simple text for a common everyday practical purpose is read and understood in terms of identifying its purpose, obtaining key information and identifying meaning of essential vocabulary.
1.1 The practical purpose of the text is identified.	1. Answers similar to the following: <i>To tell you how to make lemonade scones; give instructions on how to make lemonade scones.</i>	The central reason for the text is identified. Answer is correct.
1.2 Key information for understanding the practical purpose of the text is identified. Range: <ul style="list-style-type: none"> <li>five items of information.</li> </ul>	The following answers: Question 2: <ul style="list-style-type: none"> <li>a) <i>False</i></li> <li>b) <i>False</i></li> <li>c) <i>True</i></li> <li>d) <i>True</i></li> </ul>	Information that is essential for understanding the purpose of the text is identified.  At least five of seven answers are correct.



	<p>Question 3:</p> <ul style="list-style-type: none"> <li>a) <i>(self-raising) flour, lemonade, cream</i></li> <li>b) <i>(self-raising) flour</i></li> <li>c) <i>(about) 10</i></li> </ul>	
<p>1.3 The meaning of essential vocabulary as used in the text is identified.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>• eight words and/or phrases of essential vocabulary.</li> </ul>	<p>The following answers:</p> <p>Question 4:</p> <ul style="list-style-type: none"> <li>a) <i>knife</i></li> <li>b) <i>glass</i></li> <li>c) <i>circle</i></li> <li>d) <i>bowl</i></li> <li>e) <i>lemonade</i></li> </ul> <p>Question 5:</p> <ul style="list-style-type: none"> <li>a) <i>instructions</i></li> <li>b) <i>mix</i></li> <li>c) <i>cook</i></li> <li>d) <i>brown</i></li> <li>e) <i>jam</i></li> </ul>	<p>Key words are linked to meaning.</p> <p>At least eight of ten 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.**