

English Language Assessment Support Material

Unit standard	31012				
Title	Participate in basic everyday spoken interactions in English language				
Level	1	Credits	10	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 participation in basic everyday English language spoken interactions, 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 participate in basic everyday spoken interactions in English language.

This unit standard is at Foundation level.

It is recommended that:

- the outcomes are assessed in authentic or simulated situations, relevant to the context of the learner, as part of an integrated unit of work;
- 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:

- Participate in basic everyday spoken interactions 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. Task instructions may be given in the learner's preferred language.
- Assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised. Learners may request assistance to understand the requirements of the assessment tasks.
- Two learners may be assessed simultaneously, but each learner must fulfil the requirements of the unit standard independently.

Resource Requirements

- Camera to record interaction

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.
- For quality assurance purposes including moderation, the assessment must be face-to-face and recorded both aurally and visually. Both participants must be clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at <https://www2.nzqa.govt.nz>
- Learners may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- This assessment resource contains one task (transaction). However, to achieve this standard, learners must complete one additional task (interaction) – a conversation or an interview.
- 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: 31012

Standard title: Participate in basic everyday spoken interactions in English language

Credits: 10

Resource title: **Requesting leave**

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 participate in basic everyday spoken interactions in English language.

This activity will take place in class time.

This is one of two assessments that you will need to complete to achieve this unit standard.

Task

Ask your teacher if you can have leave tomorrow.

- You will speak with another person.
- You need to speak at least three times.

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
Speak at least three times.	—
Start and finish the conversation correctly.	1.1
Use polite words, e.g. <i>please</i> .	1.1
Use eye contact and good body language.	1.1
Use language that you have practised to: <ul style="list-style-type: none">ask for something or about somethinganswer the other person, if they ask you something.	1.2
Speak: <ul style="list-style-type: none">loudly enough so the other person can hear you.clearly enough so the other person can understand.	1.3

Marking checklist

The learner will participate in a transaction, requesting leave from class.

Interaction number: _____ (Note, to achieve this standard another interaction is required)

Learner's name: _____ Date: _____

Performance Criteria		Criteria met?
1.1	Learner uses appropriate greeting and leave taking.	Yes / No
1.1	Learner uses common courtesies, e.g. using <i>please</i> for requests, polite turn taking etc.	Yes / No
1.1	Learner uses appropriate eye contact and body language.	Yes / No
1.2	Learner uses learnt language patterns that fit the purpose, e.g. requests/enquiries, responses.	Yes / No
1.3	Utterances are audible.	Yes / No
1.3	Utterances can be understood with some effort.	Yes / No
	Learner has at least three turns.	Yes / No
	All criteria are met	Yes / No

Assessment Schedule

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An assessment schedule has been provided for one assessment task only (transaction). An assessment schedule will need to be developed for the remaining assessment task required for this unit standard (conversation or interview).

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Participate in basic everyday spoken interactions in English language. Range: <ul style="list-style-type: none">• at least two spoken interactions, each in a different context and for a different purpose; each assessed on a separate occasion.• at least three turns per interaction.	Refer to the evidence for 1.1–1.3 below.	A transaction of at least three turns is completed. <i>Evidence of one further spoken interaction on a separate occasion is required.</i>
1.1 Context-appropriate conventions for basic spoken everyday interactions are used. Range:	Conventions included in transaction: <ul style="list-style-type: none">• greeting, e.g. <i>Hi</i>• common courtesies, e.g. <i>Excuse me, please</i>• eye contact• positive body language	All appropriate conventions are used.

<ul style="list-style-type: none"> conventions may include greetings, eye contact, body language, common courtesies and closing the conversation. 	<ul style="list-style-type: none"> leave taking, e.g. <i>Thank you. Bye.</i> 	
1.2 The purpose is achieved by carrying out basic interactions using learnt language patterns.	<p>Learnt language patterns for this transaction interaction refer to words and phrases relating to everyday topics, which may include:</p> <ul style="list-style-type: none"> greeting, e.g. <i>Hi/Excuse me</i> request, e.g. <i>Can I please have leave tomorrow?</i> response to enquiry, e.g. <i>I have to go to the doctor</i> (in response to the question <i>Why do you need leave?</i>) leave taking, e.g. <i>Thank you. Bye.</i> 	<p>Learnt language patterns are generally correct. The learnt language patterns that are used fit the purpose of the interaction.</p>
1.3 Responses must be audible but may contain pauses, hesitations, repetition, rephrasing, errors, and inconsistencies which may require some effort to understand.	<p>Audible and comprehensible greeting, request, response(s), and thanking/leave-taking.</p>	<p>Utterances are audible and comprehensible with some effort.</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.