

## English Language Assessment Support Material

<b>Unit standard</b>	31025				
<b>Title</b>	Present simple information on an everyday familiar topic in English language				
<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 oral presentation of simple information on an everyday familiar topic 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 present simple information on an everyday familiar topic 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:

- Present simple information on an everyday familiar topic 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.
- Assessment must be conducted in a supportive and familiar environment, in which affective barriers are minimised. Learners may request assistance to understand the requirements of the assessment task.
- The presentation must be the learner's own work. Pauses, hesitations, errors, and inconsistencies may be present, but the presentation must be audible and able to be understood.
- The delivery cannot be heavily reliant on written notes. However, it may be delivered with some reference to cue cards.
- The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. Visuals may include a minimal amount of written text and should not be assessed as part of this standard.

## Resource Requirements

- Camera for recording
- Visuals (optional)

## 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, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is 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.
- 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:** 31025

**Standard title:** Present simple information on an everyday familiar topic in English language

**Credits:** 5

**Resource title:** **My hometown**

**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 present simple information on an everyday familiar topic in English language. You will need to speak for about one minute. You will need to give information about your topic, and present it so that it is easy to listen to.

This activity will take place in class time.

#### *Task*

Give a short presentation about your hometown.

You will need to show that you can:

- Speak for approximately one minute.
- Present simple information appropriate to the topic (PC 1.1).
- Use learnt language patterns in the presentation (PC 1.2).
- Show some evidence of connected discourse (speech) (PC 1.2).
- Use presentation conventions, such as eye contact, body language, and verbal strategies (PC 1.3).

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 for approximately one minute.	—
Make sure all the information is about your hometown.	1.1
Use: <ul style="list-style-type: none"><li>language that you have practised</li><li>some words to connect sentences, e.g. <i>but, also</i>.</li></ul> Speak: <ul style="list-style-type: none"><li>loudly enough for the audience to hear you</li><li>clearly enough for the audience to understand.</li></ul>	1.2
Make sure the audience is listening to you: <ul style="list-style-type: none"><li>look at the audience when you are talking</li><li>use good body language</li><li>stand facing the audience</li><li>make eye contact with the audience</li><li>make your talk interesting, e.g.<ul style="list-style-type: none"><li>introduce yourself and your topic</li><li>ask questions</li><li>finish your presentation well.</li></ul></li></ul>	1.3

## Marking checklist

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Performance Criteria		Criteria met?
1.1	Information about the hometown is presented.	Yes / No
1.1	Information is generally appropriate to the topic.	Yes / No
1.2	Presentation uses learnt language patterns.	Yes / No
1.2.	Presentation has some evidence of connected discourse, e.g. conjunctions or connectives.	Yes / No
1.2	Presentation is audible.	Yes / No
1.2	Presentation can be understood. Errors do not interfere with comprehension.	Yes / No
1.3	Appropriate eye contact is used.	Yes / No
1.3	Body language is appropriate.	Yes / No
1.3	Verbal strategies are used, e.g. introduction, simple rhetorical questions and concluding/thanking.	Yes / No
	Presentation lasts for approximately one minute.	Yes / No
	<b>All criteria are met</b>	Yes / No

## Assessment Schedule

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Level	1	Credits	5	Version	2

## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b>  Present simple information on an everyday familiar topic in English language.  Range: <ul style="list-style-type: none"><li>• approximately one minute duration.</li></ul>	Refer to the evidence for 1.1–1.3 below.	A presentation of approximately one minute's duration is completed.
1.1 Simple information appropriate to the topic is contained in the presentation.	Information about the hometown, e.g. <ul style="list-style-type: none"><li>• the name, e.g. <i>I come from Guangzhou.</i></li><li>• where it is, e.g. <i>Guangzhou is in the south of China.</i></li><li>• how big it is, e.g. <i>It has about 13 million people.</i></li><li>• interesting information, e.g. <i>Guangzhou is old. It's more than 2,000 years old.</i></li></ul>	The information is generally appropriate to the topic.  All information is relevant.
1.2 In the presentation, learnt language patterns are used, showing some evidence of connected discourse.	Learnt language patterns spoken as phrases and short sentences are used, e.g. <i>Guangzhou is in China. It is a big town.</i>  Connected discourse may include:	Learnt language patterns are generally correct.  Discourse is connected in places. There may be pauses and/or hesitations.  Presentation is audible and comprehensible.

	<ul style="list-style-type: none"> <li>simple conjunctions and/or connectives, e.g. <i>but, also</i>.</li> </ul>	Errors and inconsistencies do not interfere with understanding.
<p>1.3 Presentation conventions are used.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>eye contact, body language, verbal strategies.</li> </ul>	<p>The following conventions:</p> <ul style="list-style-type: none"> <li>Eye contact with the audience is maintained.</li> <li>Appropriate body language is used, e.g. posture, direction (turned towards audience).</li> </ul> <p>Verbal strategies may include:</p> <ul style="list-style-type: none"> <li>greeting, e.g. <i>Good morning. My name is Cathy and I am from Guangzhou.</i></li> <li>simple rhetorical questions, e.g. <i>Do you know where Guangzhou is?</i></li> <li>Closing, e.g. <i>Thank you. Do you have any questions?</i></li> </ul>	Conventions are generally used appropriately.

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