# NZQA Assessment Support Material

| Unit standard | 31036 | | | | |
|---|---|---|---|---|---|
| Title | Complete basic forms with personal information (EL Foundation) | | | | |
| Level | 1 | Credits | 5 | Version | 1 |

### Note

The following 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 candidates may have access to the assessment schedule or candidate exemplar material.  Use of this assessment resource without modification may mean that candidates' work is not authentic.  The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/.
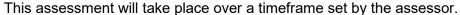
## Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard.  The outcomes, performance criteria and guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

## AWARD OF CREDIT

This unit standard can be awarded with an Achieved grade only.

# 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 candidate's first language. Task instructions may be given in the candidate's preferred language.
- Assessment must be conducted in a highly supportive environment, where assessors assist the learners to understand the requirements of the task; and reduce affective barriers.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidates must be given the opportunity to edit and proofread their work.

## Context/setting

It is recommended that:
- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

## Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level A1. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two tasks. Each text must be for a different purpose, assessed on separate occasions.
- Candidates may use the checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to candidates that their writing may need further work on ideas, language, structure or accuracy in grammar, spelling and punctuation but should not identify or correct errors.
- Candidate's drafts must be attached as part of the completed assessment
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunities.

## Assessment task

Candidates will complete a form for library membership.

# 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 to achieve this unit standard.

| Performance criteria | Evidence for achievement | Judgements for achievement |
|---|---|---|
| **Outcome 1**<br><br>Complete basic forms with personal information (EL Foundation).<br><br>Range   two different forms, each for a different purpose, assessed on separate occasions;<br>forms may include but are not limited to – membership, class survey, job application, leave form. | Refer to the evidence for 1.1-1.5 below. | A basic form is completed with personal information. |
| 1.1   Correct and relevant information is provided to meet the requirements of the form. | Correct information is written in the spaces provided on the form e.g.<br><br>*first name, middle name, address etc.* | Information is correct and relevant. |
| 1.2   Content is conveyed in words, phrases and numbers, to meet the requirements of the form.  Writing may contain inaccuracies, but these must not obscure meaning. | Name, address, responses to questions<br><br>e.g. *01/03/2001;* Postcode: *3812*<br><br>Do you want help to use the library? | The form is completed with words, phrases and numbers as appropriate.<br><br>Inaccuracies do not obscure meaning. |

| Performance criteria | Evidence for achievement | Judgements for achievement |
|---|---|---|
| | Answer - *Yes / No* | |
| 1.3  Personal information is spelt correctly. | First, middle and last name are spelt correctly.<br><br>Address is spelt correctly. | Name and address are spelt correctly. |
| 1.4  Information is placed accurately. | Correctly placed responses, e.g.<br><br>First Name:  _Sarah_ | Responses are written on the correct lines. |
| 1.5  Form is completed in accordance with conventions<br><br>Range   conventions may include but are not limited to – letter case, block letters, abbreviations, signatures. | Appropriate case is used, e.g.<br>• **D**unedin<br>• **L**iza<br>• **B**ROWN<br><br>Signature is included.<br><br>Abbreviations may be used e.g. *St. Cres.* | Conventions are followed. |

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