

NZQA Assessment Support Material

Unit standard	31001				
Title	Read and understand simple texts for everyday practical purposes (EL)				
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.
- Assessment must be conducted in a supportive environment. Candidates may request assistance to understand the requirements of the assessment tasks.
- 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.
- Candidate's responses may be oral or written, as relevant and appropriate.

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 the CEFR level A2. 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 reading assessment tasks. Each task must be for a different practical purpose and assessed on separate occasions.
- A range of item response types must be used for assessment against this unit standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- Candidates' responses may contain phonological, textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not speaking or writing skills.
- For this unit standard, texts:
 - i. must be each approximately 200-250 words;
 - ii. may have complementary illustrations or diagrams, but these must be placed so that the relationship between text and illustration is clear to the candidates;
 - iii. must be familiar and relevant but must not have been seen by the candidates prior to the assessment;
 - iv. may be abridged versions designed for candidates;
 - v. must be predictable in sequence, layout, structure, and language features;
 - vi. must be guided by the first 1000 words of *New General Service List*.

- 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 opportunity.

Assessment task

Candidates will read the text, "Lemonade Scones" and complete the assessment task.

The text can be found in the Student guidelines

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.

Reading text: Lemonade scones

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>Outcome 1 Read and understand simple texts for everyday practical purposes (EL).</p> <p>Range minimum of two texts each for a different practical purpose, assessed on separate occasions; text types may include but are not limited to – directions, instructions, notices, signs, advertisements, labels, personal communication, forms.</p>	<p>Refer to evidence for 1.1-1.3 below</p>	<p>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.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>1.1 The purpose of the text is identified.</p>	<p>1. Answers similar to the following: <i>To tell you how to make lemonade scones; give instructions on how to make lemonade scones.</i></p>	<p>The central reason for the text is identified. Answer is correct.</p>
<p>1.2 Key information for understanding the practical purpose is obtained from the text.</p> <p>Range minimum of five pieces of information.</p>	<p>The following answers:</p> <p>2. a) <i>False</i> b) <i>False</i> c) <i>True</i> d) <i>True</i></p> <p>3. a) <i>(self-raising) flour, lemonade, cream</i> b) <i>(self-raising) flour</i> c) <i>(about) 10</i></p>	<p>Information that is essential for understanding the purpose of the text is obtained. At least 5 of 7 answers are correct.</p>
<p>1.3 The meaning of essential vocabulary as used in the text is identified.</p> <p>Range minimum of eight items of essential vocabulary.</p>	<p>The following answers:</p> <p>4. a) <i>knife</i> b) <i>glass</i> c) <i>circle</i> d) <i>bowl</i> e) <i>lemonade</i></p> <p>5. a) <i>instructions</i> b) <i>mix</i> c) <i>cook</i> d) <i>brown</i> e) <i>jam</i></p>	<p>Key words are linked to meaning. At least 8 of 10 answers are correct.</p>

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