English Language Assessment Support Material

Unit standard	28000				
Title	Write a simple text for a practical purpose in English language				
Level	2	Credits	5	Version	4

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 writing a simple text for a practical purpose 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 write a simple text for a practical purpose 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:

- Write a simple text for a practical purpose in English language.

         28000 Assessor and student guidelines (Version 4)

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 English dictionary.

- Learners' writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work. Writing may contain errors and inaccuracies, but these must not impede meaning.

- The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard.

Resource Requirements

- Pen and paper
- Dictionary

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.
- Learners may use the student checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to learners 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.
- For moderation purposes, learner drafts must be included in the submission.
- 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: 28000

Standard title: Write a simple text for a practical purpose in English language

Credits: 5

Resource title: **Getting started with a mobile phone in New Zealand**

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 write a simple text for a practical purpose in English language.

This activity will take place in class time.

- You may ask for help to understand the task instructions.

- Your writing must be in your own words.

- You may use a bilingual and/or an English dictionary.

- You will be given time to do a draft before your final copy.

- Your assessor will check your draft and give general guidance only.

Task

Write instructions on how to get started with a mobile phone in New Zealand. Your writing can include instructions on how to select the best phone, mobile service provider, and mobile plan. It can also include instructions on where you can find information and support. You must write at least 120 words.

Your writing needs to show that you can:

- Write a text where the content is relevant to the task (PC 1.1).

- Structure the text appropriately (PC 1.2).

- Use appropriate language features such as simple, compound and complex sentences, correct verb forms, and conjunctions, connectives and pronoun reference (PC 1.3).

- Use the conventions that are usually used for this text type, for example, layout and paragraphing (PC 1.3).

- Use vocabulary relevant to the topic and appropriate to the sentence structure (PC 1.4).

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
Write at least 120 words.	–
Include only information that is on the topic. For this text all of the information must be about getting started with a mobile phone in New Zealand.	1.1
Use the text structure for instructions. Your text will have these parts: • an opening that says what the instructions are for • the steps in logical order.	1.2
Use a range of language features and conventions appropriate to the text type. These include: • complete simple and compound sentences, e.g. ○ *You can open more than one account.* (simple sentence) ○ *Look at the bank websites and then choose the best bank for your needs.* (compound sentence) • verb forms, e.g. ○ imperatives, e.g. *choose, look, decide* ○ modals, e.g. *should, must, may, can* ○ simple present tense, e.g. *is, are* • cohesive devices, e.g. ○ pronouns, e.g. *you, it, they* ○ conjunctions, e.g. *but, and* ○ connectives, e.g. *first, then, finally, because* • punctuation, e.g. ○ correct use of upper and lower-case letters ○ full stops • layout, e.g. ○ bullet points ○ numbering ○ headings. Other language features and conventions may include: • complex sentences, e.g. *If you are under eighteen, your parents will need to sign the forms as well* • quantifiers, e.g. *most, some, many* • prepositions, e.g. *in, on, near* • adjectives, e.g. *worst, best.*	1.3
Make sure that your writing can be understood and has as few mistakes as possible.	1.3

Use a range of vocabulary to fit the topic and your sentences: • choose the right vocabulary • use the vocabulary correctly, e.g. *a form/the forms.*	1.4

Assessment Schedule

Unit standard	28000				
Title	Write a simple text for a practical purpose in English language.				
Level	2	Credits	5	Version	4

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write a simple text for a practical purpose in English language. Range: • at least 120 words; • text type may include but are not limited to instructions, recipes, letters, emails, simple curriculum vitae; • practical purposes may include but are not limited to requesting information, inviting, informing, recommending.	Refer to the evidence for 1.1–1.4 below	A text of at least 120 words giving instructions is written.
1.1 Content is relevant and appropriate to the practical purpose of the text.	This may include but is not limited to: • deciding what type of phone is needed • finding out about mobile providers • choosing a plan, e.g. prepay or monthly • getting connected.	Content is relevant and appropriate to the practical purpose by giving instructions on how to get started with a mobile phone in New Zealand.
1.2 Text structure appropriate to the text type is used.	Writing begins by stating the purpose of the text, e.g. *There are several things to think about when you want a phone.*	The text identifies the purpose, and this is followed by steps in logical order.

 28000 Assessor and student guidelines (Version 4)

	The steps are given in logical order, e.g. *First you must decide if you want…* *Then you must consider which…* *Look at their websites and…* *Finally contact…* *You will need…*	

1.3 Language features and conventions appropriate to the text type are used in the writing.
 	
Range:
 	
• language features may include complete simple, compound, and complex sentences, verb forms, cohesive devices;
• cohesive devices may include conjunctions, connectives, and pronoun reference;
• conventions may include salutations, layout, paragraphing.
	Language features include:
	  • simple sentences, e.g. *This usually takes twenty hours.*
	  • compound sentences, e.g. *Decide on the mobile service provider and choose the best mobile plan for your needs.*
	  • verb forms
	    ○ present tense verb forms, e.g. *takes, call*
	    ○ imperatives, e.g. *decide, choose*
	    ○ modals, e.g. *should, will*
	    ○ infinitives, e.g. *to use*
	  • connectives, e.g. *then, first, because*
	  • pronouns, e.g. *you, your, it.*
	
	Conventions include:
	  • punctuation, e.g.
	    ○ correct use of upper and lower-case letters
	    ○ full stops
	  • layout, e.g.
	    ○ bullet points
	    ○ numbering
	    ○ headings.
	
	Language features may also include:
	  • complex sentences, e.g. *When you have chosen a mobile plan, you are ready to sign up*
		Writing contains a range of appropriate language features and the conventions used in instructions.
		
		These are used correctly most of the time.
		
		Meaning is clear although there may be errors and inaccuracies.

     © New Zealand Qualifications Authority 2025   28000 Assessor and student guidelines (Version 4)

	• quantifiers e.g. *some, many.*	
1.4 Vocabulary relevant to the topic, and appropriate to the sentence structure, is used in the writing. Range: • word choice, grammatical form.	For example: • correct meaning, e.g. *mobile provider, monthly plan* • lexical groups, e.g. *phone, mobile* • collocation, e.g. *phone company* • correct grammatical, form e.g. *company/companies.*	Writing uses vocabulary that is relevant to the topic. Writing uses vocabulary that is appropriate to the sentence structure most of the time.

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

Model text on a parallel topic

NB. This model text is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level.

| 1.2 *Text structure appropriate to the text type is used, e.g. the purpose is identified, and this is followed by steps in logical order.*

1.1 *Content is relevant and appropriate to the practical purpose of the text.*

1.2 *Conventions appropriate to the text type are used, e.g. layout, paragraphing bullet points.* | **Opening a New Zealand bank account**

There are several steps to opening a bank account in New Zealand.

First you must decide which bank to open an account with. Look at the bank websites and then choose the one that is best for you.

Then you must choose what type of account to open. You can open more than one account. Most people want an everyday account that they can use to pay for things and put money into. You may want a savings account or a credit card.

Finally, you should open an account. You can do this at a bank or online using the internet.

To open an account, you will need:
• money to put into your account
• proof of your identity, for example, a passport
• proof that you are a New Zealand resident, for example, an electricity bill with your name on it.

If you are under eighteen, your parents will need to sign the forms as well.

155 words | 1.3 *Language features appropriate to the text type are used:*

• *connectives*
• *verb forms e.g. modals, simple present tense, imperatives, infinitives*
• *complete simple sentences*
• *complete compound sentences*
• *pronoun reference*
• *complete complex sentences*

1.4 *Vocabulary relevant to the topic, and appropriate to the sentence structure, is used*

Range:
• *word choice, grammatical form.* |