

## English Language Assessment Support Material

<b>Unit standard</b>	30988				
<b>Title</b>	Listen to and understand a straightforward English language spoken interaction on a familiar topic				
<b>Level</b>	2	<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 understanding of a straightforward English language spoken interaction on a familiar topic, 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 listen to and understand a straightforward English language spoken interaction on a familiar topic.

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:

- Listen to and understand a straightforward English language spoken interaction on a familiar topic.

## 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.
- Learners must be given time to read any written instructions and questions before the listening task. Clarification of task instructions may be requested by the learner, so long as this does not lead the learner to the correct answer.
- Assessment must be conducted in a supportive environment. This refers to the assessor reducing affective barriers as necessary.
- Learners may use a bilingual and/or an English dictionary.
- Learners' responses may be oral or written or by non-verbal demonstration. If responses are oral or demonstrated, they must not be heard or observed by other learners.

## Resource Requirements

- Spoken text
- Questions assessing comprehension
- 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.
- Responses may contain phonological or linguistic errors and inaccuracies, but these must not impede meaning. For this standard, assessment is of listening skills, not of spoken, reading or written skills.
- Spoken interaction for this unit standard:
  - must be at least one and half minutes;
  - may include conversations, enquiries and requests;
  - must be appropriate to the spoken mode or a text designed for oral delivery;
  - must be repeated once only;
  - must be delivered in clear speech;
  - can be listened to face-to-face, or in pre-recorded audio or audio-visual format. If audio-visual materials are used, these must not include large amounts of written text.
- For quality assurance purposes, including moderation, if the learner's response is oral or demonstrated, the assessment 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>
- 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

<b>Unit standard:</b>	30988
<b>Standard title:</b>	Listen to and understand a straightforward English language spoken interaction on a familiar topic
<b>Credits:</b>	5
<b>Resource title:</b>	<b>Interaction</b>
<b>Assessor guidance:</b>	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

### Instructions for assessors

- Give the learners time to read the student instructions and the questions.
- Learners may ask for clarification of the task instructions although guidance given by the assessor must not invalidate the assessment task.
- Read the text on the next page, once at normal speed or play the audio recording if one is available.
- Allow learners time to answer questions as they listen.
- Allow learners time to review answers before reading/playing the text a second time.
- Read/play the text a second time.
- Allow learners time to complete the task.

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to listen to and understand a straightforward English language spoken interaction on a familiar topic.

This activity will take place in class time.

#### *Task*

For this assessment you must listen to an interaction and answer questions.

- Read the questions and make sure that you understand them.
- Listen to the text. You will hear it two times.
- Answer the questions while you listen.
- Your spelling and grammar do not need to be perfect, but your teacher must be able to understand what you mean.

You will need to show that you can:

- Identify the purpose of the spoken interaction (PC 1.1).

- Identify the main ideas and supporting details (PC 1.2).

## Assessment task

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Listen to the interaction and answer the questions.**

**The main ideas and supporting details in the spoken interaction are identified (1.2).**

1. What is the research project about? *Tick **ONE** answer.*

- a) Famous buildings in New Zealand
- b) Famous people in New Zealand
- c) Famous places in New Zealand

2. Why is it difficult to show the student the books? *Tick **ONE** answer.*

- a) Because the books are in many different places
- b) Because the books are already checked out
- c) Because the books are not on the right topic

3. Where are the ESOL books? *Tick **ONE** answer.*

- a) By the fiction books
- b) In the children's area
- c) In the adult learning section

4. Where is the travel section? *Tick **ONE** answer.*

- a) On the second floor
- b) Up the stairs on the third floor
- c) On the ground floor next to the lifts

5. The children's section is next to the stairs.

True / False

6. The student started the project yesterday.

True / False

7. There is more information online than in the library.

True / False

8. Which is the best website for finding information about New Zealand?

www. \_\_\_\_\_

9. Where are the computers?

\_\_\_\_\_

**The purpose of the spoken interaction is identified (1.1).**

10. Why are these two people talking?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Transcript – for assessor use only**

### **Finding information at the library**

S = Student; L = Librarian

- S: Excuse me.
- L: Yes, how can I help you?
- S: Umm I'm doing a research project on famous places in New Zealand.
- L: Ok.
- S: Do you have any books or resources on that?
- L: Well, yes, we do. I think we have quite a few actually.
- S: Could you please show me where they are?
- L: Actually, it is a little bit difficult to show you, because we have so many books, in lots of different places. What kinds of books are you after?
- S: Um my English is not so good so... something that is not too difficult to understand.
- L: OK. Have you looked in the Adult Learning section? That is where we have our ESOL books.
- S: Yes, I have been there. But there wasn't really anything. It was mostly just fiction books.
- L: Right. We do have a travel section in our non-fiction area. You could try that. There are a few New Zealand travel guides there.
- S: Oh, that sounds good. Where do I find it?
- L: It's up on the second floor. If you go up the stairs and then straight ahead you should see it.
- S: Up the stairs to the second floor and straight ahead?
- L: Yes.
- S: Ok.
- L: And, actually, you could try the children's section as well. Do you know where that is?
- S: It's on this floor, isn't it?
- L: Yes, just over there by the lifts. You can see it from here. If you go right to the back there is a New Zealand section, and there are a few books in there that might help.
- S: Oh, thank you very much. I will have a look there first.
- L: Also, have you looked online?
- S: Not really. I am just starting the research project today.
- L: Because you will actually find more information online. There are some good sites. I suggest you start with [www.newzealand.com](http://www.newzealand.com) – that is the official tourist site.
- S: Sorry, could you repeat that so I can write it down? [www...](http://www...)



- L: newzealand – all in one word, all lowercase. Then dot com.
- S: www.newzealand.com. I've got it.
- L: And feel free to use our computers if you want. Do you know where the computer area is?
- S: On the ground floor? By the cafeteria?
- L: Yes – that's right. And let me know if you need any more help.
- S: I will. Thank you very much. You've been very helpful.

## Assessment Schedule

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Level	2	Credits	5	Version	2

## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b> Listen to and understand a straightforward English language spoken interaction on a familiar topic.	Refer to the evidence for 1.1–1.2 below.	Instructions are listened to and understood.
1.1 The purpose of the spoken interaction is identified.	Question 10. Answer similar in meaning to:  <i>Because the student needs help finding resources for a project.</i>	The purpose is identified.
1.2 The <b>main ideas</b> and supporting details in the spoken interaction are identified.  Range: • at least six items of information.	The following answers:  1. <i>c – Famous places in New Zealand</i> 2. <i>a – Because the books are in many different places</i> 7. <i>True</i>	Two out of three main ideas are identified correctly.
1.2 The main ideas and <b>supporting details</b> in the spoken interaction are identified.  Range:	The following answers:  3. <i>c – In the adult learning section</i> 4. <i>a – On the second floor</i>	Four out of six pieces of supporting details are identified correctly.

<ul style="list-style-type: none"> <li>at least six items of information.</li> </ul>	<p>5. <i>False</i></p> <p>6. <i>False</i></p> <p>8. <i>www.newzealand.com</i></p> <p>9. Answer similar to: <i>On the ground floor by the cafeteria.</i></p>	
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**Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.**