

English Language Assessment Support Material

Unit standard	31006				
Title	Read and understand a range of straightforward English language written texts independently				
Level	2	Credits	5	Version	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 range of straightforward English language written texts, 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 read and understand a range of straightforward English language written texts independently.

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:

- Read and understand a range of straightforward English language written texts independently.

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.
- Learner responses may be written, oral, or visual.
- Learners may use a bilingual and/or an English dictionary.

Resource Requirements

- Texts, for example, graded readers, short stories, articles, biographies, websites that meet the requirements for this level.

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 textual, phonological, or linguistic errors and inaccuracies, but these must not impede meaning.
- For this unit standard:
 - learners may be supported in their choice of texts;
 - texts may be abridged versions, designed for English language learners;
 - copies of articles, sample pages from texts, graded reader levels, and webpage links should be supplied for moderation purposes;
 - texts must be guided by the first 1500 words of the *New General Service List*.
<https://www.newgeneralservicelist.com/>.
- 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: 31006

Standard title: Read and understand a range of straightforward English language written texts independently

Credits: 5

Resource title: **Independent reading**

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 read and understand a range of straightforward English language written texts independently. You will need to read five different texts of at least three different text types, and keep a reading log. You will also need to give a personal response to each text.

Task

In this tasks you will:

- Choose five texts of at least three different text types, for example, graded readers, short stories, articles, biographies or websites. Discuss your choice with your teacher.
- Read the texts.
- Complete a reading log for each text that you read. Record the date you read the text, the title, text type and author or source.
- Give a response for each text you have read. This can be written, visual or oral. You might include some of the following:
 - The main ideas of the text.
 - Who the characters or participants were.
 - If you enjoyed the text or found it interesting.
 - What you particularly liked about the text. Why was it interesting, important or useful to you?

You will need to show that you can:

- Record the date of reading, title, text type, and author or source of each text in the reading log (PC 1.1).
- Give a personal response to each text (PC 1.2).

Student Assessment Task

Reading log

Name: _____

1. Fill in this table as you read each text. You need to have **5 texts** and **3 different text types**, e.g. graded reader, short story, article, biography, website.

Text Type	Title	Author	Date read

2. Complete a response for each text you read.

Response to text	
Date read:	
Title of text:	
Text type:	
Author or source:	
Personal response:	

Assessment Schedule

Unit standard	31006				
Title	Read and understand a range of straightforward English language written texts independently				
Level	2	Credits	5	Version	2

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1 Read and understand a range of straightforward English language written texts independently.</p> <p>Range:</p> <ul style="list-style-type: none"> • written text types may include but are not limited to graded readers, short stories, articles, biographies, websites; • at least five written texts of at least three different text types. 	Refer to evidence for 1.1 and 1.2 below, and Appendix 1 <i>Model Reading Log</i> .	A range of five straightforward written texts is read independently and understood.
1.1 The date of reading, title, text type, and author or source of each text are recorded in the reading log.	<p>Reading log includes the following for each text:</p> <ul style="list-style-type: none"> • Date text was read: <i>15th November 2018</i> • Title of text: <i>Afghan refugee thriving in NZ</i> • Type of text: <i>News article</i> • Author/source: <i>Tarannum Shaikh</i> 	A total of five texts from three different text types have been read and recorded in a reading log. This will include the date the texts were read, the titles of the texts, the authors or sources of the texts, and the types of texts.
1.2 A personal response to each text is given.	A personal response to the text is made, e.g. <i>This article is about Mortaza Sahar who came to New Zealand as a refugee in 2004. It tells about the family's</i>	The learner's personal response to each text must show engagement with the text. This involves more than demonstrating understanding through

	<p><i>difficult life in Afghanistan. Taza is head boy at his school now.</i></p> <p><i>I liked the part where he changed after a trip back to Afghanistan. He came back to New Zealand ready to be the best person he could be.</i></p> <p><i>I think it is important to have stories like this in newspapers as they help students like me to try hard and do my best at school.</i></p> <p>The response can be written, oral or visual.</p>	<p>summarisation. There must be evidence that the learner has made connections between the text and their own lives and experiences, or between the text and their prior knowledge or ideas about society or the world. Engagement may involve expressing viewpoints or critiquing the writer's views.</p>
--	---	--

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 reading log

NB. This model text is not authentic learner's work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level. It is important for assessors to remember that this standard assesses reading, not writing skills.

<p>Date: 30.04.2025</p> <p>Title: The Perfect Storm</p> <p>Text type: Graded reader (Intermediate)</p> <p>Author/Source: Sebastian Junger</p>	<p>1.1 <i>Reading log records the date of reading, title, text type and author or source of each text.</i></p>
<p>Personal response</p> <p>The book, "A Perfect Storm" by Sebastian Junger, is about a true story that happened in October 1991. A fishing boat called 'Andrea Gail' was fishing for swordfish in the North Atlantic when there was a terrible storm. There were six men on the boat and they all drowned.</p> <p>I saw the movie of this story so I knew the story. However, I learnt more through reading this book. My favourite part was just before the boat leaves and different men decide not to go on this trip. One person said that he got a bad feeling. He said that none of the people would come back from this trip. I learnt through this that it is important to trust your feelings.</p> <p>This story shows how quickly weather can change and make it so dangerous. I have always loved the ocean but reading this has made me a bit scared about what can happen.</p>	<p>1.2 <i>A personal response to each text is given to show engagement with the text.</i></p>