

## English Language Assessment Support Material

<b>Unit standard</b>	31014				
<b>Title</b>	Participate in a straightforward spoken interaction on a familiar topic in English language				
<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 participation in 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 participate in a straightforward spoken interaction on a familiar topic in English language.

It is recommended that:

- the outcomes are assessed in authentic or simulated situations, relevant to the context of the learner, as part of an integrated unit of work;
- 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:

- Participate in a straightforward spoken interaction on a familiar topic in English language.

## 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, reducing affective barriers. Clarification of the tasks may be requested by the learner.
- Two learners may be assessed simultaneously, but each learner must fulfil the requirements of the unit standard independently.

## Resource Requirements

- Camera to record interaction
- Role play cards

## 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.
- Phonological or linguistic errors and inconsistencies may be present, but meaning is rarely impeded.
- For quality assurance purposes, including moderation, assessment against this unit standard must be recorded both aurally and visually. Both participants must be clearly visible. Recording work must not be edited. Guidelines for digital visual submissions can be found at: <https://www2.nzqa.govt.nz>
- Learners may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- 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:** 31014

**Standard title:** Participate in a straightforward spoken interaction on a familiar topic in English language

**Credits:** 5

**Resource title:** **Going to the movies**

**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 participate in a straightforward spoken interaction on a familiar topic in English language.

This activity will take place in class time.

#### *Task*

You will make arrangements to go to a movie. Circle the choice you make on your role play cards. You must arrange the following:

- the day
- afternoon or evening
- type of film
- time of film
- meeting place and time
- transport

Your assessor will give you the information you need to make the arrangements.

You will be given time to read this information before your conversation. Ask your teacher if you do not understand this information or what you have to do for the assessment task.

Do not show this information to the other student.

Hand the information back to the assessor after the assessment.

## Student Checklist




In this assessment task, you will need to show you can do the following:	PC
Participate in a straightforward spoken interaction for two to three minutes.	–
Make plans to go to the cinema with a friend.	1.1
Use greeting and leave taking words.	1.2
Use eye contact and good body language.	1.2
<ul style="list-style-type: none"> <li>• Use polite words, e.g. <i>I'm sorry, but...</i></li> <li>• Use common courtesies, e.g. <i>Hi, Yan. How are you?</i></li> </ul>	1.2
Use interactive strategies, e.g. <ul style="list-style-type: none"> <li>• clarifying</li> <li>• asking for repetition</li> <li>• confirming arrangements</li> <li>• giving feedback e.g. agreeing or disagreeing.</li> </ul>	1.3
Use the language you have practised in class, e.g. <ul style="list-style-type: none"> <li>• asking and answering questions</li> <li>• giving reasons for answers</li> <li>• modal verbs, e.g. <i>can / can't</i></li> <li>• compound sentences using connectives e.g. <i>and, but</i></li> <li>• correct vocabulary</li> <li>• correct grammar.</li> </ul>	1.4
Use some unplanned language.	1.5

## Role play card – Student A

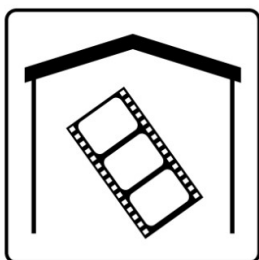
The information below shows your weekly schedule, the types of films you like, and film times, meeting places and transport options that suit you. Read this information carefully before your conversation about making arrangements to go to a movie.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Afternoon	busy		busy	busy		busy	busy
Evening		busy		busy		busy	

**Film type:** Action  Romance  Horror  Comedy 

**Film times:** 3pm  6pm  9pm 

**Meeting place:**



cinema



your house (Student A)



Student B's house

**Transport**




## Role play card – Student B

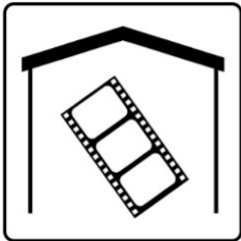
The information below shows your weekly schedule, the types of films you like, and film times, meeting places and transport options that suit you. Read this information carefully before your conversation about making arrangements to go to a movie.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Afternoon	busy	busy			busy	busy	busy
Evening	busy		busy				busy

**Film type:** Action  Romance  Horror  Comedy 

**Film times:** 3pm  6pm  9pm 

**Meeting place:**



cinema



your house (Student A)



Student B's house

**Transport**



## Marking checklist

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Performance Criteria		Criteria met Student A	Criteria met Student B
1.2	Conventions are used, e.g. <ul style="list-style-type: none"> <li>greeting</li> <li>leave taking</li> <li>appropriate eye contact</li> <li>appropriate body language</li> <li>common courtesies.</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No
1.3	Interactive strategies are used, e.g. <ul style="list-style-type: none"> <li>clarifying</li> <li>asking for repetition</li> <li>confirming arrangements</li> <li>giving feedback, for example agreeing or disagreeing.</li> </ul>	Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No
1.4	Language features and vocabulary are appropriate to the interaction. May include: <ul style="list-style-type: none"> <li>asking and answering questions</li> <li>giving reasons for answers</li> <li>modal verbs, e.g. <i>can/can't</i></li> <li>compound sentences using connectives, e.g. <i>because, and</i></li> <li>correct vocabulary (words and grammar).</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No
1.5	Evidence of emerging spontaneity	Yes / No	Yes / No
1.1	Purpose of the interaction is achieved, i.e. making arrangements to go to a movie: <ul style="list-style-type: none"> <li>Day – <i>Friday</i></li> <li>Time – <i>evening</i></li> <li>Type of film – <i>comedy</i></li> <li>Show time – <i>9pm</i></li> <li>Meeting place – <i>Student A's house</i></li> <li>Time – <i>a time is agreed, this should be before 9pm</i></li> <li>Transport – <i>walking</i>.</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No



## Assessment Schedule

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## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b> Participate in a straightforward spoken interaction on a familiar topic in English language. Range: <ul style="list-style-type: none"> <li>interaction of two to three minutes in duration.</li> </ul>	Refer to the evidence for 1.1–1.5 below.	An interaction of at least two to three minutes is completed.
1.1 The purpose of the interaction is achieved.	Arrangements are made to go to the movie: <ul style="list-style-type: none"> <li>Day – <i>Friday</i></li> <li>Time – <i>evening</i></li> <li>Type of film – <i>comedy</i></li> <li>Show time – <i>9pm</i></li> <li>Meeting place – <i>Student A's house</i></li> <li>Time – <i>a time is agreed, this should be before 9pm</i></li> <li>Transport – <i>walk/walking</i>.</li> </ul>	The arrangements made are sufficient to achieve the purpose.
1.2 Conventions of spoken interactions in a manner appropriate to the context and participants are used. Range:	This includes: <ul style="list-style-type: none"> <li>greeting/responding to greeting, e.g. <i>Hi, how are you?</i></li> </ul>	Appropriate conventions are used.

<ul style="list-style-type: none"> <li>conventions may include greetings, eye contact, body language, common courtesies, and closing the interaction.</li> </ul>	<ul style="list-style-type: none"> <li>leave taking / responding to leave taking e.g. <i>Okay, see you on Friday.</i></li> <li>common courtesies e.g. <i>What have you been doing?</i></li> <li>appropriate body language and eye contact.</li> </ul>	
<p>1.3 Interactive strategies appropriate to the context are used.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>interactive strategies may include clarification, confirmation, request for repetition, providing feedback.</li> </ul>	<p>These may include:</p> <ul style="list-style-type: none"> <li>clarification, e.g. <i>I can't go on Sunday because I have to meet my sister.</i></li> <li>Confirmation, e.g. <i>So I'll meet you here at 4.30 on Friday.</i></li> <li>request for repetition, e.g. <i>Do you mean 6pm?</i></li> <li>providing feedback, e.g. <i>Oh, I don't really enjoy horror movies.</i></li> </ul>	<p>Sufficient, appropriate interactive strategies are used.</p>
<p>1.4 Language features and vocabulary appropriate to the interaction are used.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>language features may include question forms, modals, compound sentences, connected discourse, appropriate word choice, and grammatical form.</li> </ul>	<p>This includes:</p> <ul style="list-style-type: none"> <li>question forms, e.g. <i>What time do you want to meet?</i></li> <li>modal verbs, e.g. <i>Would you like to go to the movies this week?</i></li> <li>compound sentences, e.g. <i>I'm sorry, but I really don't like romance or horror movies.</i></li> <li>connected discourse, e.g. <i>That's a good idea, so when would you like to go?</i></li> <li>word choice, e.g. <i>cinema, comedy, bus.</i></li> <li>grammatical form, e.g. <i>the cinema</i> not <i>a cinema</i>; <i>Where do you want to meet?</i> not <i>Where do you want to meeting?</i></li> </ul>	<p>Language features are appropriate to the interaction.</p> <p>Vocabulary is appropriate to the interaction.</p> <p>Interaction may contain errors and inconsistencies but these must not interfere with meaning.</p>
<p>1.5 Spontaneity is beginning to emerge.</p>	<p>Some responses are unplanned, e.g.</p> <p><i>I hadn't thought of meeting there.</i></p>	<p>There is evidence of emerging spontaneity.</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.**