NZQA Assessment Support Material

Unit standard	31002				
Title	Read and understand a straightforward text for a routine practical purpose (EL)				
Level	**2**	**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.
- The assessor must be satisfied that the candidates can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary but must not use electronic devices.
- Candidate's responses may be oral, written or visual, 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 CEFR level mid B1. 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
- 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/not given, sorting, matching, gap-fill.
- Candidate's 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 approximately 350-450 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 familiar in sequence, layout, structure, and language features;
  vi. must be guided by the first 1500 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, "Safety Guide for Headphones" and complete the assessment task.

The text can be found in the Student guidelines.

Assessment Schedule

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Reading text: Safety guide for headphones

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Read and understand a straightforward text for a routine practical purpose (EL). Range text type may include but is not limited to – directions, instructions, notices, signs, advertisements, labels, personal communication, forms, recipes, operating instructions, procedures, experiments.	Refer to evidence for 1.1-1.3 below.	A straightforward text for a routine, practical purpose is read and understood in terms of identifying its purpose, obtaining key information and identifying meaning of essential vocabulary.
1.1 The purpose of the text is identified.	Answer is similar to the following: 1. *To help people use headphones safely / information for people who use headphones (to stop hearing loss).*	The central reason for the text is identified. Answer is correct.

Performance Criteria	Evidence for Achievement	Judgements for Achievement
1.2 Key information for understanding the practical purpose is obtained from the text. Range minimum of ten items of key information.	2. The following answers: a. *False* b. *True* c. *True* d. *True* e. *Not given* f. *False* 3. The following answers a. *Earbuds* b. *Headphones and isolating earbuds* (both needed) c. *Volume and how long you listen* (both needed) d. *60 percent volume for no longer than 60 minutes* e. *Decibels* f. *People can hear your music; ringing in your ears* (both needed)	Information that is essential for understanding the purpose of the text is obtained. At least 10 out of 12 answers are correct.
1.3 The meaning of essential vocabulary as used in each text is identified. Range minimum of ten items of essential vocabulary.	4. The following answers: a. *protect* b. *completely* c. *benefits* d. *remove* e. *accident* f. *disadvantages* g. *experts* h. *prevent* i. *increase* j. *trouble*	Key words are linked to meaning. At least 10 out of 12 answers are correct.

Performance Criteria	Evidence for Achievement	Judgements for Achievement
	k. *volume* l. *damage*	

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