NZQA Assessment Support Material

Unit standard	31006
Title	**Read and understand a range of straightforward written texts independently (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.
- The assessor must be satisfied that the candidates can independently demonstrate competence against the unit standard.
- 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.
- For this unit standard:
  i. it is highly recommended that assessors guide the selection of texts;
  ii. written texts may be abridged versions, designed for English language learners;
  iii. texts must be uncomplicated in terms of their content and structure
  iv. texts must be guided by the first 1500 words of *New General Service List*;
- 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.
- 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 need to choose at least five written texts from at least three different text types.

The texts may include some of the following: graded readers, short stories, articles, biographies, websites.

Candidates must:
- complete a reading log for each of the five texts read
- give a response for each text read. This can be written, visual or oral. Their response needs to be recorded and show they have understood and engaged with the text.

Assessment Schedule

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Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Read and understand a range of straightforward written texts independently (EL). Range written text types may include but are not limited to – graded readers, short stories, articles, biographies, websites; minimum of five written texts of at least three different text types.	Refer to evidence for 1.1 and 1.2 below, and Appendix 1 *Model reading Log*.	A range of five straightforward written texts is read independently and understood.
1.1 Reading log records the date of reading, title, text type and author or source of each text.	Reading log includes the following for each text: Date text was read: *15th November 2018* Title of text**:** *Afghan refugee thriving in NZ* Type of text: *News article*	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.

Performance Criteria	Evidence for Achievement	Judgements for Achievement
	Author/source: *Tarannum Shaikh*	
1.2 A personal response to each text is given to show engagement with the text.	A personal response to the text is made e.g. *This article is about Mortaza Sahar who came to New Zealand as a refugee in 2004. It tells about the family's difficult life in Afghanistan. Taza is head boy at his school now.* *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 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.* The response can be written, oral or visual.	The learner's personal response to each text must show engagement with the text. This involves more than demonstrating understanding through 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.

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

Appendix 1

Model reading log

Date: 30.10.2018 **Title:** The Perfect Storm **Text type:** Graded reader (Intermediate) **Author/Source:** Sebastian Junger	*Reading log records the date of reading, title, text type and author or source of each text (1.1).*
Personal response 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. 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. 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.	*A personal response to each text is given to show engagement with the text (1.2).*

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