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| **Unit standard** | 32927 | | | | |
| **Title** | Maintain commitments to a limited range of repetitive and familiar activities within defined contexts | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 1 |

**Supported Learning Assessment Support Material**



Assessor Guidelines

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| The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.   1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/> |

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| GENERAL   1. This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. 2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1)* [Ref: 2853].   ASSESSMENT   1. The assessments must be at Level 1 of the New Zealand Qualifications and Credentials Framework (NZQCF). For information go to The Level descriptors for the NZQCF - <https://www2.nzqa.govt.nz/qualifications-and-standards/about-new-zealand-qualifications-credentials-framework/level-descriptors-nzqcf/> 2. The assessors must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Ākonga/learner Guidelines to confirm that all the work done is the ākonga/learner’s own. 3. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a ākonga/learner with gathering and verifying of evidence. 4. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to ākonga/learners in their own social, cultural, family/whanau, community and/or work contexts. 5. The Ākonga/learner Guidelines provide **one** example of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the ākonga/learner. 6. Sample answers have been developed to guide assessors. However, it is important to note that ākonga/learner’s answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.   GATHERING OF EVIDENCE   1. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the ākonga/learner and context. 2. All evidence such as videos, audio, pictures etc. must be attached to the ākonga/learner’s paper-based copy of the Ākonga/learner Guidelines, when moderation is required, thus verifying the ākonga/learner’s own work. If the ākonga/learner is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the ākonga/learner is part of a group when carrying out tasks, the assessment evidence must reflect the ākonga/learner’s ability to achieve each task independently. 3. Evidence collected for this assessment can be attributed to the ākonga/learner through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner’s performance. |

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| BEFORE THE ASSESSMENT  Over the weeks prior to this assessment, ākonga/learners must have had sufficient teaching and learning opportunities to be familiar with the following:   * Commitment – a responsibility involving others over a period of time * Strategy – a plan that helps get things done at the right time, on a regular basis * Different situations may include – * At home * At work * At place of learning * With family or whanau * Social life * In the community   In the context of this assessment, *maintain* means to keep up commitments over an extended period of time: a minimum of a month to six months relevant to the commitment. |

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| PRE-ASSESSMENT ACTIVITY  To prepare ākonga/learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist ākonga/learners to relate the assessment task to a meaningful, real context.  Ākonga/learners may also need terminology or concepts unpacked for them so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the ākonga/learner to the answers. Ākonga/learners must still independently demonstrate their competency against this standard. |

**Evidence and Judgement Guidance**

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| Outcome 1 Maintain commitments to a limited range of repetitive and familiar activities within defined contexts | | |
| 1.1 Commitments are identified in terms of purpose and need.  Range: evidence of three commitments is required. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 1**  Identification of **three** commitments in terms of purpose and need. | | Ākonga/learner identified **three** commitments they can make. For each commitment, the ākonga/learner has explained the purpose and/or necessity. |
| 1.2 Commitments are demonstrated to meet the purpose in accordance with health and safety practices.  Range: evidence of **three commitments in different situation**s is required. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 2**  Demonstration of **three** commitments in a way that meets the purpose and complies with health and safety practices. | | Ākonga/learner clearly demonstrates the **three** selected commitments, in accordance with health and safety practices in different contexts or situations. |
| 1.3 Strategies to maintain and meet commitments are identified to show time management.  Range: evidence of **one strategy** for each identified commitment is required. | | |
| Evidence for Achievement | Judgements for Achievement | |
| **Part 1**  Identification of **one** strategy to maintain commitment for each of **three** commitments. | Ākonga/learner identified **one** suitable strategy to maintain a commitment for each of **three** commitments. Identified strategies showed how the ākonga/learner can effectively manage their time. | |
| 1.4 Commitments identified are maintained over a period of time to show time management. | | |
| Evidence for Achievement | Judgements for Achievement | |
| **Part 2**  Maintenance of each of **three** commitments for a period of one–six months. | Ākonga/learner maintained each of **three** commitments for a period of one to six months to show they can effectively manage their time. | |

Examples provided for ākonga/learners in the SG are included in the AG in blue. Additional examples are provided in red in the AG for the assessor. These examples are not necessarily representative of the general expectation of ākonga/learner ability. They are designed to help explain the requirements of the task and provide ideas for planning and teaching.

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| Maintain commitments to a limited range of repetitive and familiar activities within defined contexts  Instructions for the ākonga/learner |
| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

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| Conditions of Assessment | |
|  | * A person playing basketball in a gym    Description automatically generatedYou will complete Part One of the assessment with the assessor. * You will carry out Part Two of the assessment (with support if required). * Each commitment in the assessment will be maintained over a timeframe set by the assessor. * Before the assessment tasks, an introduction to the assessment should be given, using the examples provided. * Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Maintain commitments to a limited range of repetitive and familiar activities within defined contexts**



Assessment Task

This assessment task as **two** parts. You will be asked to:

Assessment – Part 1

**1a.** ‘Commitment’ means having responsibility where others may rely on you. Examples of commitments may include attending sports practice or band rehearsal, washing the dishes, taking out the rubbish or recycling, or handing out the resources in class. Here are some more examples:

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| **A person cooking food on a stove  Description automatically generatedCook dinner twice a week for my whānau.** | **A person using a computer with a dog on her lap  Description automatically generated with medium confidenceDog-sit for my neighbour Monday’s from 4pm-8pm.** | **A group of people playing instruments  Description automatically generatedRehearse with my band to prepare for RockQuest.** |
| **A bucket of cleaning supplies  Description automatically generatedClean the bathroom and once a week.** | **A close-up of a broom  Description automatically generatedTake out our bins and sweep path once a week.** | A person holding a crate of vegetables  Description automatically generated**Get groceries for my grandparents and take them over once a week.** |

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| **1b.** Make notes (in words or pictures) of some of the commitments you have already made and are maintaining…   * *Helping get the seats out and put them away again at the marae.* * *Carrying my sister’s bag home for her because it is too heavy for her to manage.* * *Handing out the sports equipment Wednesday lunchtimes.* * *Being a learner librarian in our school librrary every Tuesday interval..* |

Making a commitment is like making a promise to do something. Sometimes commitments are responsibilities that, for example, everyone living at your home has, such as folding the clean laundry and putting it away or closing the front door and locking it behind you after you go out through it. Usually commitments involve others depending on you to do what you have promised.

Some it might not matter too much if you break your commitments. For example, if you said you would reorganise a cupboard and tidy it up on Saturday, but then you ended up helping your Nan in the garden instead. You committed to doing sorting out the cupboard on Saturday, but you broke your commitment, however if it wasn’t something you **needed** to do then, it probably doesn’t matter very much.

Other commitments are more serious, such as agreeing to pick up your little sister from school and walk her home. If you commit to doing that, it is probably something you really need to make sure you do.

**For this assessment, you need to:**

* **Identify three commitments in different situations which would meet a need.**
* **Consider any health and safety risks, and how to address any of these issues.**
* **Identify at least one strategy per commitment to support you to manage your time well.**
* **Demonstrate that you can maintain (keep up) these three commitments.**
* **Have evidence that you have demonstrated these three commitments safely, using strategies to support you to manage time, and meet your needs in different situations.**

**1b.** To start with, brainstorm ideas for commitments you could make that would help meet your needs, then circle or highlight the ones you think you would be able to maintain**.**

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| *Support the juniors to get to HPE (Health and Physical Education) because it is all the way over at the far end of the school, and they sometimes get lost on their way there. It will be good exercise for me and I like having responsibilities where I am helping others.*  *Put the rubbish and recycling bins out each week, because everyone keeps arguing about it and it gives me a headache.*  *I could clean out the tanks and cages for our class pets once a week, so that they smell nice and they are healthy environments for the animals.*  *Lead Sunday School bible study group for the ‘tiny tamariki’. This is because I want to be of service to my church but also because I enjoy working with younge children and I am thinking about being a Teacher Aide in a kindy or kohanga reo.*  Ideas for **COMMITMENTS** that would help me to meet my needs |

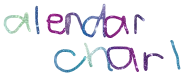
**1c.** Review your ideas from 1b. (above) and **circle or highlight three commitments** which will help you to meet your needs and that you are going to demonstrate for this assessment.

**1d.** Are there any health and safety risks you need take into consideration for your commitments? Below are some of the health and safety risks that might need to be considered for different commitments. Add your commitments and any potential risks there might be and how you will address them.

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| **COMMITMENT** | **POTENTIAL RISK** | **HOW TO ADDRESS RISK** |
| *Put out rubbish and recycling.* | *Could trip and fall.* | *Take just one bin at a time.* |
| *Lead Sunday School group.* | *Ākonga/learners might run off.* | *Position myself by the door.* |
| *Support juniors to get to HPE.* | *One of them might get lost.* | *Count off at start and end.* |
| *Clean class tanks and cages.* | *Animals could escape.* | *Make sure I have somewhere safe to transfer them into first.* |
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**1e.** Sometimes it is difficult to keep going with new commitments. Korero/discuss with the people around you, the different strategies you could use to help you to maintain your commitments. Use the kupu/words below to complete the cloze exercise. Fill in the gaps with some of the strategies people use to maintain commitments.



*One strategy you can use to help you maintain commitments is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to celebrate your successes. Another thing you could do is to get someone to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you so that you remember what you have promised to do. You could also make a collage or draw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to remind you of what your commitments are. You could set up a planner, diary, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help you to stay on track and stick to your schedule. You might like to make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and colour-code the different \_\_\_\_\_\_\_\_\_\_you have to go through, to help you remember what you need to do for your commitments. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them better. Sometimes it might even be appropriate to work with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who can help you.*

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| ***PROMPT*** | ***BUDDY*** | ***TRACK*** |
| ***REMEMBER*** | ***STEPS*** | ***PICTURE*** |
| ***PROGRESS*** | ***CHART*** | ***CALENDAR*** |

You need to maintain these commitments over a period of time and have evidence that you have demonstrated them in accordance with health and safety practice. You also need to show that you have used strategies to support effective time management. Consider how you will record this evidence, for example:

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| **A hand holding a phone  Description automatically generatedKeep notes on your device** | **A person writing on a piece of paper  Description automatically generatedKeep a journal or diary** |
| **A person writing on a paper  Description automatically generatedRegular reporting to your teacher** | **A person taking a picture of a family dinner  Description automatically generatedPhoto or video evidence** |

**1f.** What ways can you think of that you could use to collect evidence for this assessment?

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| * *Make a checklist and tick it off each time I carry out my commitment correctly and then gat the teacher aide to sign it to say it is correct.* * *Take a dual screen (front and back camera at the same time) photo on my phone on me cooking dinner each Monday night.* * *Go into the document version history for the tally chart I have to update each day to show the growth statistics for the vegetables we are growing and copy the list of dates and times I have been working on the document to show that I have been doing it regularly.* |

Assessment – Part 2

**2a.** **Plan the three commitments you are going to maintain to help meet your needs in different contexts and situations** (a ‘situation’ is a set of circumstances or a location/place). For each of your chosen commitments you need to think about whether there are any risks to health and safety that you would need to work around. You also need to identify strategies that you can use to help you to maintain your commitments.

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| **FIVE**  **COMMITMENTS** | **PURPOSE/NEED MET BY COMMITMENT** | **CONTEXT/SITUATION FOR COMMITMENT** | **HEALTH & SAFETY CONSIDERATIONS** | **STRATEGIES TO MAINTAIN COMMITMENT** | **EVIDENCE YOU WILL COLLECT** |
| ***Example:***  *I will make a commitment to my team and our coach to attend basketball training regularly.* | ***Purpose/Need:***  *Improve fitness for tournament. Regular exercise is important, plus if I am not at training, then I am not allowed at tournament.* | ***Context/Situation:***  *Community – Sports club.* | ***Health & Safety:***  *I am still recovering from an injury, so I have to allow time and make sure my ankle is strapped.* | ***Strategies:***  *I have a calendar in my kitchen, and I have made a note of when my practices are so everyone knows and they can remind me as well.* | ***Evidence:***  *My coach takes a roll, and so I can get a copy of that or take a photo of it on my phone* |
| **Commitment 1:**  *Clean out the tanks and cages for class pets once a week for a whole term.* | **Purpose/Need:**  *They will smell nice and they will be healthy environments for the animals to live in.* | **Context/Situation:**  *School classroom* | **Health & Safety:**  *I need to be careful when moving them from their enclosure so that I can clean. They need to be safe, and secure, and not stressed.* | **Strategies:**  *I am going to make a chart that shows all the steps by taking photos of each step when the teacher shows me what I need to do. Then I can follow it.* | **Evidence:**  *I can make time-lapse videos of me cleaning out the tanks and cages, so you can see me doing it, but it doesn’t take as long to watch as it does to do it.* |
| **Commitment 2:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |
| **Commitment 3:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |

**2b.** Now you need to put your plan into action. Your assessor will need to sign off the following:

* Three commitments identified in terms of purpose and need.
* The three commitments were demonstrated and maintained in accordance with health and safety practices.
* Strategies were identified to help manage time and maintain each of the commitments.
* These commitments were maintained over a period of time to show time management.

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| **ĀKONGA/LEARNER HAS IDENTIFIED THREE COMMITMENTS  IN TERMS OF PURPOSE/NEED** | **COMMITMENT CARRIED OUT  IN ACCORDANCE WITH  HEALTH & SAFETY PRACTICES** | **STRATEGIES IDENTIFIED  TO MANAGE TIME AND  MAINTAIN COMMITMENT** | **EVIDENCE THAT COMMITMENTS MANAGED OVER A PERIOD OF TIME TO SHOW TIME MANAGEMENT** |
| **Commitment 1**: ākonga/learner has identified commitment in terms of purpose/need:  *In order to address the annoying smell, the commitment was made to be the one who cleaned out the tanks and cages on a regular basis (once a week).* | Commitment carried out in accordance with health & safety practices:  *We ended up getting the local vet to come in and talk to the class about safe practices and general tips for looking after our pets. These practices were carefully followed.* | Strategies identified to manage time and maintain commitment:  *Step by step photo charts were set up next to each of the animal enclosures so that everyone was clear about the process and expectations for cleaning. The strategy supporting recall of the steps.* | Evidence commitments managed over a period of time to show time management  *The time-lapse videos were solid evidence that commitments were upheld and that time was managed effectively. Further, they were edited together to music and shared in the end of term celebration of* *ākonga/learner mahi.* |
| **Commitment 2**: ākonga/learner has identified commitment in terms of purpose/need: | Commitment carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain commitment: | Evidence commitments managed over a period of time to show time management: |
| **Commitment 3**: ākonga/learner has identified commitment in terms of purpose/need: | Commitment carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain commitment: | Evidence commitments managed over a period of time to show time management: |

Assessor Name, Signature, and Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Maintain commitments to a limited range of repetitive and familiar activities within defined contexts.  **Range**: Contexts for commitments may include but are not limited to – home, work, study, family/whānau, social, community.  **Performance Criteria:**  **1.1** - Commitments are identified in terms of purpose and/or need.  **Range**: **Evidence of three commitments is required.**  **1.2** - Commitments are demonstrated to meet the purpose in accordance with health and safety practices.  **Range**: **Evidence of three commitments in different situations is required.**  **1.3** - Strategies to maintain and meet commitments are identified to show time management.  **Range**: **Evidence of one strategy for each identified commitment is required.**  **1.4** - Commitments identified are maintained over a period of time to show time management.  **ĀKONGA/LEARNER EVIDENCE** - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  | | --- | --- | --- | --- | | **Purpose/Needs**  Commitments are identified in terms of purpose and need.  ***Evidence that need and purpose identified for three commitments (in three contexts).*** | **Health & Safety**  Commitments are demonstrated to meet the purpose in accordance with health and safety practices.  ***Evidence three commitments have been safely met in different situations.*** | **Strategies**  Strategies to maintain and meet commitments are identified to show time management.  ***Evidence at least one strategy for each of the three commitments.*** | **Commitments demonstrated**  Commitments identified are maintained over a period of time to show time management.  ***Evidence that three commitments have been maintained over a period of time.*** | | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | | |
| **Overall comments:** | | | | |
| Assessor’s Attestation:  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance. * the assessment complied with relevant health and safety practices. * the ākonga/learner’s likely repeatable competence in the future. | | | | |
| **Assessors Name:** |  | **Assessors Signature:** |  | |
| **Date:** |  | **Position Held:** |  | |