

English Language and English for Academic Purposes Supporting Document

Secondary and Tertiary Assessment Pathways



Table of contents

Section 1

Purpose, Overview and Resources

Section 2

English Language Pathways

Section 3A

Using English Language Foundation standards to assess secondary and tertiary learners

Section 3B

Using English Language Level 1 and Level 2 unit standards to assess diverse learners

Section 3C

Using English language unit standards at two different levels to address learners' needs – Plus: [Bamboo and Flax](#) | [ESOL online](#)

Section 3D

Using a unifying topic as the foundation to assess Level 3 EAP standards

Section 3E

Planning assessment using English for Academic Purposes (EAP) Level 4 standards

Section 4

Definitions

Purpose – Connecting learning and assessment

The English Language (EL) and English for Academic Purposes (EAP) Supporting Document supports assessment against the current versions of unit standards and qualifications in both secondary and tertiary settings, with a focus on the needs of secondary and tertiary teachers, and current and future learners (migrants, former refugees, international students and the wider community).

It shows how unit standards can be used to assess EL Foundation, EL Level 1 & 2, EL Level 2 & 3, EAP Level 3, and EAP Level 4, by presenting different approaches that address an area of need.

Each approach:

- describes the teaching and learning context for either secondary or tertiary, or both, with a specific focus on who the learners are
- shows how the standards can be used
- explicitly unpacks selected standards
- presents an example assessment schedule.

In the secondary context, the English language needs of each English Language Learner (ELL) must be well understood and records kept, not just for the English as an additional language (EAL) specialist, but for all teachers of their other subjects.

For a teacher to know which EL or EAP unit standard to use with ELLs, all four language skills must be assessed. Teachers need to know which English Language Learning Progressions (ELLP) Stage each student is at for each skill. ELLs may be at different stages for different skills. For example, they may be at Stage 3 for speaking and listening but at Stage 2 for reading and writing.



In the tertiary context, equally, accurate assessments must be made to determine the language proficiency of the learner; usually at a Common European Framework of Reference for Languages (CEFR) level for each skill. The relationship between the CEFR and ELLP is shown in Section Two.

This document is not intended as a teaching and learning guide. Programme and assessment task design remains the responsibility of schools and tertiary providers.

It is expected that all secondary schools and tertiary providers delivering English language programmes will contribute to an education system that honours Te Tiriti o Waitangi and respectfully considers New Zealand's diverse cultural heritage and the unique identities and histories of its people. This commitment promotes a deeper understanding of the English language in New Zealand's cultural landscape.

The New Zealand Certificate in English Language (NZCEL) Supporting Document is the companion to this document. Its purpose is to support assessment against the current qualifications, with more of a focus on the needs of tertiary teachers.

Overview

Who is this Supporting Document for?

Given the diversity of the audiences for this *Supporting Document*, the writers have imagined who its readers may be. The different roles below illustrate how different audiences might engage with this document and what they may be looking for.

- **Experienced ESOL tutor, new to NZCEL and New Zealand,** teaching NZCEL levels 1 and 2 for the first time with limited

support in his private tertiary provider (PTE) or in the wider region. Unfamiliar with NZQA processes, EL and EAP unit standards, and qualification frameworks.

- **NZCEL Level 3 Programme Lead at a tertiary Institution** implementing a new Academic Level 4 programme. She is concerned about the high stakes nature of programmes leading to tertiary degrees. Planning to use the English for Academic Purposes writing unit standards and support materials.

- **Experienced teacher trainer and assessor at a private tertiary provider (PTE)** who has been seconded to assist the EAP team (NZCEL Levels 2–5). Looking for examples of how EL and EAP unit standards are used in assessments

- **Head of English Department in secondary school** starting ESOL classes to try to meet the needs of new English Language Learners in the community. Needing to understand the English Language and EAP unit standards, and their delivery through an integrated assessment programme.

- **New Teacher in Charge (TIC) English as an Additional Language (EAL)** team-teaching the first multi-level senior EAL class in their secondary school and planning to assess their learners using English Language unit standards to gain NCEA credits.

- **HOD English Language at a large co-ed secondary school** needing to keep up to date with all the curriculum and assessment changes and is looking for fresh ideas. Looking for clarity about the current EL and EAP standards – how they can be used for assessment as part of an integrated unit of work in conjunction with assessment against other English language unit standards at the same level.

Resources

Links to English language (EL) and English for Academic Purposes (EAP) unit standards

These Level 1 to 4 unit standards were developed by NZQA's National Qualification Services in partnership with secondary and tertiary English language providers.

[English Language – NZQA](#)

[English for Academic Purposes – NZQA](#)

Assessment Support Material

[English for Academic Purposes assessment support material – NZQA](#)

Additional resources

[ESOL resource collection to support educators and learners » Ako Aotearoa](#)

Multicultural Learner Success and ESOL Support

Information and resources for teachers to respond to the needs of multicultural learners including those from migrant backgrounds, former refugees, and English language learners:

newzealandcurriculum.tahurangi.education.govt.nz/new-zealand-curriculum-online/teaching-support/multicultural-learner-success-and-esol-support/5637164826.c

Valuing the languages and cultures of English language learners

We need to know our learners – their stories, their strengths, and their needs – before thinking about what we might teach them, or how we might plan assessment activities. Whether you have a large class or a group of three or four English language learners (ELLs), their stories will be unique, and their needs will be diverse.

Using L1 / home languages in the ELL classroom

ELLs in New Zealand come from diverse cultural and linguistic backgrounds. Recognising this diversity lays a foundation for meaningful and respectful cross-cultural interactions.

ELLs may include:

- learners from homes where a language other than English is spoken
- ESOL-funded learners from migrant, former refugee, or New Zealand backgrounds
- previously ESOL-funded learners who have exceeded their funding period
- learners transitioning from kura kaupapa Māori and Māori-medium education settings to English-medium learning environments
- learners from bilingual education settings
- international fee-paying learners.

Using the home languages (L1) of learners to explain complex concepts or clarify doubts, through translation or by native speakers, can help build confidence, affirm identity, and ensure the continued bilingual or multilingual growth of the learners' languages. Translanguaging in the learner's linguistic repertoire supports the growth of English at any level of their English language acquisition. The key is finding a balance that aids learning without creating over-reliance on the home language.

Assessing learning in the ELL classroom

When it comes to assessment, the following applies:

- For informal/low stakes/formative assessment – use L1 for clarification or translation purposes.
- For formal/higher stakes/summative assessment – precisely follow the Guidance Information in the English Language and English for Academic Purposes (EAP) unit standards. All assessment activities must be conducted in English, which must not be the learner's first language.

Key resources supporting assessment

Secondary resources

Tāhūrangi is the digital home for curriculum content, teaching resources, and news. It has content that supports effective teaching and learning across:

- Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum
- Te Marautanga o Aotearoa
- The New Zealand Curriculum, and,
- Te Whāriki a Te Kōhanga Reo.

The New Zealand Curriculum space offers information, resources, news, school stories and practical ideas, and includes [teaching support for multicultural learner success and ESOL support](#).

This is where you will find the English Language Learning Progressions (ELLP). These resources are aimed at teachers of all levels working with students learning English as an additional language. Guidance can be adapted to all curriculum areas and will support teachers to choose content, vocabulary, and tasks that are appropriate to each learner's age, stage, and language-learning needs.

The ELLP Years 9–13 resource presents matrices of the stages of English Language learning from Foundation to Stage 4. It is used for assessment, and to guide planning, learning and teaching of ELLs, including vocabulary levels and language structures typically used at each stage.

Ministry of Education Secondary Assessment Guidelines (in progress)

This resource provides guidelines for initial placement testing and ongoing assessment. Additionally, it refers to the [New Zealand Certificate in English Language](#) (NZCEL) and NZCEL Supporting Document because both the EL and EAP unit standards are key assessments for these qualifications.

[Common European Framework of Reference for Languages](#) (CEFR).

The CEFR organises language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and can be further subdivided according to the needs of the local context. The levels are defined through 'can-do' descriptors. These levels provide a basis for language teaching, learning, and assessment and are especially used in the tertiary sector.

The NZQA website is where you find the most recent versions of the unit standards and the [New Zealand Certificate in English Language \(NZCEL\) qualifications](#).

NZQA Assessment Support Materials provide models of assessment tasks and schedules. There are also exemplars of learner work, and clarifications for addressing issues arising from the moderation process.

Generative AI Guidance

Artificial intelligence (AI) refers to technology that enables computers and machines to simulate human intelligence. AI is used to analyse data to recognise patterns and make predictions based on those patterns.

Generative artificial intelligence (GenAI) is a subset of AI. In response to human instructions or 'prompts', GenAI can create new content, such as text, images, video, audio, and code. It does this through being trained on very large collections of existing content – scraped from the internet and other sources. GenAI technologies are now revolutionary in the high quality of their content: it can be difficult to distinguish from human-generated content.

GenAI technologies, such as chatbots, intelligent tutoring systems, and speech recognition software, are increasingly used to enhance language learning experiences, to provide tailored resources, promote autonomous learning and improve specific linguistic skills.

The Ministry of Education has developed policies and guidance to support teachers and school leaders to understand the potential

opportunities, issues and risks associated with the use of generative artificial intelligence (AI) tools.

<https://www.education.govt.nz/school/digital-technology/generative-ai/>

GenAI gives us opportunities to enhance teaching and learning, but when it comes to assessment, its use needs to be restricted to ensure a learner's work is their own.

NZQA has guidance on AI and when its use is acceptable in assessment.

[Guidance on the acceptable use of Artificial Intelligence – New Zealand Qualifications Authority](#)

Guidance for generative AI in education and research | UNESCO: <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>.



English Language Pathways

English Language and Literacy Pathways in the secondary sector

English Language Pathways and the New Zealand Certificate in English Language in the tertiary sector

English Language and English for Academic Purposes Unit Standards

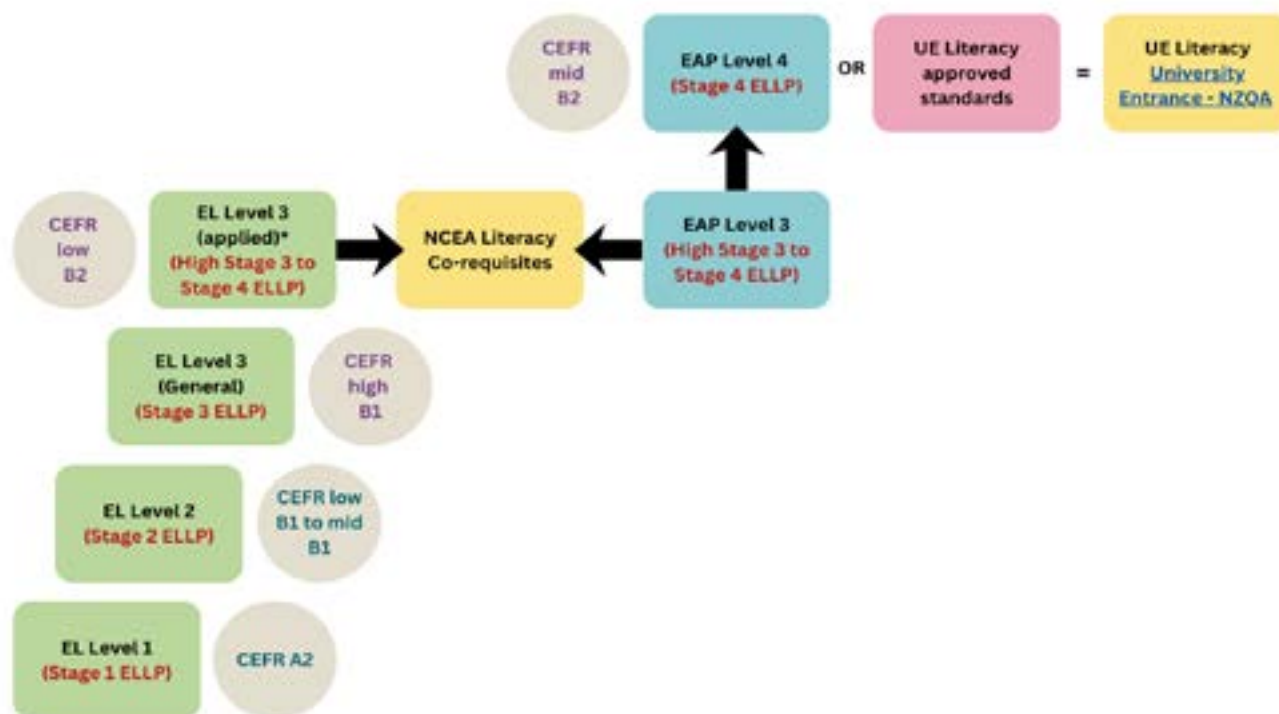
This section shows the English Language pathways for both secondary and tertiary.



English Language and Literacy Pathways in the secondary sector

The English Language (EL) and the English for Academic Purposes (EAP) unit standards offer an additional literacy pathway for learners who will require targeted ESOL support from Year 9 to Year 13.

The flow chart below shows how these standards can be used as building blocks towards the [NCEA Literacy co-requisites](#), as well as [University Entrance literacy](#) requirements. It also shows the relationships between the EL and EAP unit standards and the [English Language Learning Progressions \(ELLP\)](#) stages and [Common European Framework of Reference for Languages \(CEFR\)](#) levels.



Level 1 English Language (EL) unit standards

- are at a level informed by two Common European Framework Reference (CEFR) levels – A1 for learners at Foundation Stage ELLP and A2 for learners at Stage 1 Language Learning Progressions (ELLP).

Level 2 unit standards

- are at a level informed by CEFR Level low B1 to mid B1 for learners at Stage 2 ELLP.

Level 3 unit standards – General and Applied

- General unit standards are at a level informed by CEFR Level high B1 for learners at Stage 3.
- Applied unit standards are at a level informed by CEFR Level low B2 for learners at high Stage 3 to Stage 4.

The English for Academic Purposes (EAP)

- Level 3 unit standards are at a level informed by CEFR Level low B2 for learners at high Stage 3 to Stage 4 ELLP.
- Level 4 EAP unit standards are at a level informed by CEFR Level mid B2 for learners at Stage 4 ELLP.

Two Level 3 EAP unit standards have been approved for English language learners with current or recent ESOL funding and international fee-paying students for the NCEA co-requisites for literacy during the transition period (2024–2027). These are:

- 30507 *Write a short text under test conditions in English for an academic purpose* (5 credits)
- 30511 *Read and process information on a familiar topic in English for academic purposes* (6 credits)

See: [Approved standards for literacy for the 2024-2027 transition period](#).

Three Level 4 EAP unit standards are approved for University Entrance Literacy. These are:

- 22749 *Write a text under test conditions in English for an academic purpose* (5 credits)
- 22750 *Write a crafted text using researched material in English for an academic purpose* (6 credits)
- 22751 *Read and process information in English for academic purposes* (6 credits)

Please note that 22750 counts for reading and writing while 22749 is only for writing and 22751 is only for reading. For example, a learner could achieve 22750 and use this for their University Entrance reading credits. Then, they would need to achieve 22749 for their University Entrance writing credit. Alternatively, a learner could use 22750 for their writing credits and then use 22751 for their reading credits.

See: [EAP university entrance literacy](#).

These three Level 4 EAP unit standards can also contribute to the Academic English Language Requirement (AELR) for the University of Auckland.

See: [Academic English Language Requirement](#).

Please see the New Zealand Certificate in English Language (NZCEL) Supporting Document to understand tertiary pathways.

English Language pathways and the New Zealand Certificate in English Language (NZCEL) in the tertiary sector

In the tertiary sector, English Language pathways are through the NZCEL. This diagram links the Common European Framework Reference (CEFR), the International English Language Test System (IELTS), and the NZCEL. Further information about the NZCEL pathway can be found in *The New Zealand Certificate in English Language (NZCEL) Supporting Document*.

NZCEL Level	language level on exit ¹			CEFR	IELTS
6	4999-NZCEL (Advanced) (Level 6)			C1	7.0
5	5000-NZCEL (Employment) (Level 5)	5001-NZCEL (General) (Level 5)	1884-NZCEL (Academic) (Level 5)	high B2	6.5
4	3668-NZCEL (Employment) (Level 4)	3669-NZCEL (General) (Level 4)	1883-NZCEL (Academic) (Level 4)	mid B2	6.0
3	² 3667-NZCEL (Applied) (Level 3) 4998-NZCEL (Academic) (Level 3)			low B2	5.5
	1882-NZCEL (General) (Level 3)			high B1	5.0
2	1881-NZCEL (Level 2)			mid B1	4.5
1	1880-NZCEL (Level 1)			A2	-
	1879-NZCEL (Foundation) (Level 1)			A1	-

¹ Approximate language level on exit: NZCEL is *informed* by the CEFR; IELTS band scores are also included as an additional frame of reference. Note graduates do not need to demonstrate language level via external testing—this is integral to the assessment on approved programmes leading to NZCEL qualifications.

² 3667 NZCEL (Applied) (Level 3) has two strands: *Employment & Community*

Mapping the English Language and English for Academic Purposes Unit Standards to the NZCEL graduate profile outcomes

[English Language](#) and [English for Academic Purposes](#) Unit Standards for Reading, Writing, Speaking, and Listening may be used by secondary schools and tertiary providers. Tertiary providers offer [New Zealand Certificates in English Language \(NZCEL\)](#) and are guided by graduate profile outcomes (GPOs). The following tables map unit standards to the NZCEL graduate profile outcomes. Achievement of the unit standards may be used as evidence meeting requirements of the NZCEL qualifications.

Reading

Foundation GPO: Understand familiar written words and phrases for the most common everyday situations.	Level 1 GPO: Understand specific familiar information in simple everyday written texts.	Level 2 GPO: Understand the gist and key points in straightforward written texts on familiar everyday topics.	Level 3 General GPO: Understand main ideas and some specific details of written texts on reasonably familiar topics.	Level 3 Applied GPO**: Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the applied context.	Level 3 Academic GPO: Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the academic context.
Unit 30993 5 credits Read and understand basic English language words and phrases in a common everyday written text.	Unit 30994 5 credits Read and understand a simple English language written text in an everyday context.	Unit 30995 5 credits Read and understand a straightforward English language written text on a familiar topic.	Unit 30997 5 credits Read and understand an English language written text on a familiar topic. Graded	Unit 30996 5 credits Read and understand a moderately complex text in an applied context. Note: This standard will expire and not be replaced. Last date for assessment 31 December 2027.	Unit 30511 EAP*** 6 credits Read and process information on a familiar topic in English for academic purposes. <i>Mandatory for Level 3 NZCEL Academic.</i>

Foundation GPO: Understand familiar written words and phrases for the most common everyday situations.	Level 1 GPO: Understand specific familiar information in simple everyday written texts.	Level 2 GPO: Understand the gist and key points in straightforward written texts on familiar everyday topics.	Level 3 General GPO: Understand main ideas and some specific details of written texts on reasonably familiar topics.	Level 3 Applied GPO**: Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the applied context.	Level 3 Academic GPO: Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the academic context.
Unit 31000 10 credits Read and understand basic English language written information for common everyday practical purposes.	Unit 31001 5 credits Read and understand a simple English language written text for an everyday practical purpose.	Unit 31002 5 credits Read and understand a straightforward English language written text for a routine practical purpose.	Unit 31004 5 credits Read and understand an English language written text for a practical purpose.	Unit 31003 5 credits Read and understand an English language written text for a practical purpose in an applied context.	
	Unit 31005 5 credits Read and understand a range of simple English language written texts independently.	Unit 31006 5 credits Read and understand a range of straightforward English language written texts independently.	Unit 31008 5 credits Read and understand a range of English written texts independently.	Unit 31007 5 credits Read and make connections independently across moderately complex English language written texts independently in an employment context.	

CEFR* = Common European Framework of Reference

Level 3 GPO** = For the Level 3 Applied community and employment contexts, the standards aligned to the reading GPO are 31003 and 31007

For the Level 3 Applied academic context, the standards are 31003, 31007 and 30511

EAP*** = English for Academic Purposes

Note: Each NZCEL GPO is worth 15 credits

Reading

Level 4 General GPO: Understand main ideas and supporting details of moderately complex written texts of a general nature.	Level 4 Employment GPO: Understand main ideas and supporting details of complex written texts in employment contexts.	Level 4 Academic GPO: Understand main ideas and supporting details of moderately complex written academic texts
Unit 30999 10 credits Read and understand moderately complex English language written texts.	Unit 30999 10 credits Read and understand moderately complex English language written texts.	Unit 30998 5 credits Read and understand a moderately complex English language academic written text.
Unit 31011 5 credits Read and understand a range of extended English language written texts independently.	Unit 31010 5 credits Read and make connections across extended English language written texts independently in an employment context.	Unit 31009* 5 credits Read and evaluate a range of extended English language written texts independently for an academic research question.
		Unit 22751 EAP 6 credits Read and process information in English for academic purposes <i>Mandatory for Level 4 NZCEL Academic.</i>

Unit 31009* = This unit standard was developed to encourage wide-reading at this level. It is optional for Level 4 Academic reading GPO

Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs)

Completion of the unit standards below can lead towards meeting the requirements for the NZCEL qualification

Writing

Foundation GPO: Write simple isolated phrases and sentences giving personal information.	Level 1 GPO: Write short simple texts relating to personal and everyday topics.	Level 2 GPO: Write simple, connected texts on familiar everyday topics.	Level 3 General GPO: Write connected texts on reasonably familiar topics.	Level 3 Applied GPO*: Write clear connected texts on reasonably familiar topics relevant to the applied context.	Level 3 Academic GPO: Write clear connected texts on reasonably familiar topics relevant to the academic context.
Unit 31030 5 credits Write phrases and simple sentences on a personal topic in English language.	Unit 27996 5 credits Write a simple text on an everyday topic in English language.	Unit 27999 5 credits Write a simple connected text on a familiar topic in English language.	Unit 28068 5 credits Write a connected text on a familiar topic in English language. Graded	Unit 31033 5 credits Write a clear connected text in an applied context in English language.	Unit 30507 EAP 5 credits Write a short text under test conditions in English for an academic purpose. <i>Mandatory for Level 3 NZCEL Academic.</i>
Unit 31041 5 credits Write a basic text for a practical purpose related to a personal need in English language.	Unit 27997 5 credits Write a simple text for a practical everyday purpose in English language.	Unit 28000 5 credits Write a simple text for a practical purpose in English language.	Unit 28069 5 credits Write a text for a practical purpose in English language. Graded	Unit 31044 5 credits Write a text for a practical purpose in an applied context in English language.	Unit 30508 EAP 6 credits Write a short crafted text using resource material in English for an academic purpose. <i>Mandatory for Level 3 NZCEL Academic.</i>
Unit 31036 5 credits Complete a basic form of personal information in English language.	Unit 27998 5 credits Complete a simple form with personal information in English language.	Unit 28001 5 credits Complete a form in English language.	Unit 28070 5 credits Write a response for a specific purpose in English language. Graded		

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the writing GPO are 31033 and 31044. To make up the 15 credits required for this GPO, providers can use these two standards, **and an internally developed assessment worth 5 credits.**

For the Level 3 Applied academic context, the standards are 31044, 30508 and 30507.

Note: Each NZCEL GPO is worth 15 credits.

Writing

Level 4 General GPO: Write detailed, developed, moderately complex texts of a general nature.	Level 4 Employment GPO: Write detailed, developed, complex texts in employment contexts.	Level 4 Academic GPO: Write detailed, developed, moderately complex academic texts.
Unit 31035 15 credits Write moderately complex texts on general topics in English language.	Unit 31046 15 credits Write a range of texts for practical purposes in an employment context in English language.	Unit 31040 5 credits Write an evaluation for a specific purpose in an academic context in English language.
		Unit 22749 EAP 5 credits Write a text under test conditions in English for an academic purpose. <i>Mandatory for Level 4 NZCEL Academic.</i>
		Unit 22750 EAP 6 credits Write a crafted text using researched material in English for an academic purpose. <i>Mandatory for Level 4 NZCEL Academic.</i>

Speaking

Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs)

Foundation GPO: Participate in simple spoken discourse with familiar people on familiar and personal topics in areas of most immediate need.	Level 1 GPO: Participate in short spoken discourse of immediate personal relevance for social and transactional purposes in familiar everyday situations.	Level 2 GPO: Participate in straightforward spoken discourse on familiar everyday topics.	Level 3 General GPO: Participate with reasonable fluency in spoken discourse on most familiar topics.	Level 3 Applied GPO*: Participate with increasing independence and fluency in sustained spoken discourse on reasonably familiar topics relevant to the applied context.	Level 3 Academic GPO: Participate with increasing independence and fluency in sustained spoken discourse on reasonably familiar topics relevant to the academic context.
Unit 31024 5 credits Present basic information on an everyday personal topic in English language.	Unit 31025 5 credits Present simple information on an everyday familiar topic in English language.	Unit 31026 5 credits Present information on a familiar topic in English language.	Unit 31027 5 credits Deliver a developed presentation on a familiar topic in English language. Graded	Unit 31015 5 credits Participate in a moderately complex spoken interaction in an applied context in English language.	Unit 30510 EAP 5 credits Deliver a short oral presentation in English for an academic purpose. <i>Mandatory for Level 3 NZCEL Academic.</i>
Unit 31012 10 credits Participate in basic everyday spoken interactions in English language.	Unit 31013 10 credits Participate in simple everyday spoken interactions in English language.	Unit 31014 5 credits Participate in a straightforward spoken interaction on a familiar topic in English language.	Unit 31016 5 credits Participate in a spoken interaction on a familiar topic in English language. Graded	Unit 31021 5 credits Participate in a formal interview in an applied context in English language.	
		Unit 31020 5 credits Participate in an interview on a familiar topic in English language.	Unit 28062 5 credits Participate in a formal interview in English language. Graded		

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the writing GPO are 31015 and 3121. To make up the 15 credits required for this GPO, providers can use these two standards, **and an internally developed assessment worth 5 credits.**

For Level 3 Applied academic context, the standards aligned to this GPO are listed above.

Note: Each NZCEL GPO is worth 15 credits.

Speaking

Level 4 General GPO: Participate effectively in sustained spoken discourse for social and transactional purposes.	Level 4 Employment GPO: Participate effectively in sustained spoken discourse in employment contexts.	Level 4 Academic GPO: Participate effectively in sustained spoken discourse in academic contexts.
Unit 31029 5 credits Deliver a developed and sustained presentation in English language.	Unit 31028 5 credits Present workplace information to a specified audience in English language.	Unit 22891 5 credits Deliver an oral presentation in English for an academic purpose. <i>Mandatory for Level 4 NZCEL Academic.</i>
Unit 31019 10 credits Participate in sustained spoken interactions in English language.	Unit 31018 5 credits Negotiate a complex transaction in an employment context in English language.	Unit 31017 10 credits Participate in sustained discussions in an academic context in English language.
	Unit 31023 5 credits Participate in a sustained formal interview in English language.	

Listening

Foundation GPO: Understand familiar spoken words and very basic phrases for the most common everyday situations.	Level 1 GPO: Understand frequently used spoken expressions and simple spoken discourse on areas of immediate personal relevance in familiar everyday situations.	Level 2 GPO: Understand the gist and key points in straightforward spoken discourse, oral texts and exchanges on familiar everyday topics.	Level 3 General GPO: Understand main ideas and some specific details of oral texts on reasonably familiar topics.	Level 3 Applied GPO*: Understand main ideas and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the applied context.	Level 3 Academic GPO: Understand main ideas and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the academic context.
Unit 30978 10 credits Listen to and understand basic English language spoken texts in common everyday situations.	Unit 30979 10 credits Listen to and understand simple English language spoken texts in everyday situations.	Unit 30980 5 credits Listen to and understand a straightforward English language spoken text on a familiar topic.	Unit 30982 5 credits Listen to understand an English language spoken text on a familiar topic. Graded	Unit 30981 5 credits Listen to and understand a moderately complex English language spoken text in an applied context.	Unit 30509 EAP 5 credits Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose. <i>Mandatory for Level 3 NZCEL Academic.</i>
Unit 30983 5 credits Listen to and understand basic English language spoken instructions in common everyday situations.	Unit 30984 5 credits Listen to and understand simple English language spoken instructions in everyday situations.	Unit 30985 5 credits Listen to and understand straightforward English language spoken instructions in a familiar context.	Unit 30987 5 credits Listen to and understand English language spoken instructions in a familiar context.	Unit 30986 5 credits Listen to and understand moderately complex English language spoken instructions in an applied context.	
		Unit 30988 5 credits Listen to and understand a straightforward English language spoken interaction on a familiar topic.	Unit 30990 5 credits Listen to and understand an English language spoken interaction in a familiar context. Graded	Unit 30989 5 credits Listen to and understand a moderately complex English language spoken interaction in an applied context.	

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the listening GPO are 30981, 30986 and 30989. For the academic context, the standards are 30986, 30989 and 30509.

Note: Each NZCEL GPO is worth 15 credits.

Listening

Level 4 General GPO: Understand main ideas and supporting details of moderately complex oral texts for social and transactional purposes.	Level 4 Employment GPO: Understand main ideas and supporting details of complex oral texts in employment contexts.	Level 4 Academic GPO: Understand main ideas and supporting details fo moderately complex oral academic texts.
Unit 30992 15 credits Listen to and understand complex English language spoken texts.	Unit 30992 15 credits Listen to and understand complex English language spoken texts.	Unit 30991 10 credits Listen to and understand formal English language spoken texts in an academic context.
		Unit 22892 EAP 5 credits Listen to and process information from a spoken text in English for an academic purpose. <i>Mandatory for Level 4 NZCEL Academic.</i>

Using English Language Foundation standards to assess secondary and tertiary learners

Who are the learners?

An Integrated Reading, Writing, Listening and Speaking programme

Unpacking a unit standard (30978)

Sample transcript (30978)

Sample task (30978)

Sample assessment schedule (30978)

In this section, an experienced practitioner shows how four Level 1 EL unit standards can be used to assess secondary learners at Foundation Stage ELLP or tertiary learners as part of an NZCEL Foundation qualification, explaining in detail how to 'unpack' EL unit standard 30978, and prepare and use assessment materials.

Level 1 EL unit standards are at two CEFR levels – A1 for learners at Foundation Stage ELLP and A2 for learners at Stage 1 ELLP.



Who are the learners?

Tertiary context

The students are adult migrants and former refugees from various countries, who are all reasonably new to New Zealand. They are studying the New Zealand Certificate in English Language in a full-time class, five hours per day. The teacher has identified that the priority for these learners is to navigate life in New Zealand, and particularly to deal with everyday situations like health appointments, shopping, and education.

To meet the needs of the learners and at the same time assist them in achieving their qualification, their teacher decides to focus on a module on health. Teaching and learning focus on topic-specific vocabulary, but also on times and dates, asking questions and making requests, and talking and writing (in simple terms) about health. To make this efficient in the context of NZCEL, she wants to ensure that she can tie the topic to several different unit standards. She expects the health topic will cover about a third of her course, so is aiming to cover 20 credits – 5 credits for each skill.

Secondary context

The ESOL class has migrant and former refugee students from Years 9–11 who have an English level that makes it difficult for them to participate in the mainstream curriculum. Some of them are former refugees who have had limited or disrupted access to education and have recently arrived in New Zealand, and some newly arrived Pacific students. The learners are learning to navigate the school system and need to learn to navigate society in general and often help their families. They have been assessed as Foundation Stage on the ELLP.

To meet the needs of the learners, the ESOL teacher decides to focus on a module on health. This will help meet their settlement needs but also prepare them for mainstream subjects such as PE and Health and Sciences, as well as improving their English skills. The teaching and learning focus on topic vocabulary and concepts, but also on times and dates, asking questions and making requests, and talking and writing (in simple terms) about health.

An Integrated Reading, Writing, Listening and Speaking programme

The teacher integrates several unit standards into this topic, as outlined in the table:

Reading	Writing	Listening	Speaking
30993 <i>Read and understand basic English language words and phrases in a common everyday written text</i>	31041 <i>Write a basic text for a practical purpose related to personal need in English language</i>	30978 <i>Listen to and understand basic English language spoken texts in common everyday situations</i>	31012 <i>Participate in basic everyday spoken interactions in English language</i>
Learners read a short recount about a student who is sick.	Learners write a short absence note/email to their teacher to notify her that they are sick.	Learners complete the listening to an interaction by listening to someone making an appointment with a doctor. Note: One more assessment will be needed to achieve the standard, as this is a 10-credit unit standard. This should be linked to a different topic.	Learners participate in a short transaction role-play making an appointment for themselves or a family member. Note: One more assessment will be needed to achieve the standard, as this is a 10-credit unit standard. This should be linked to a different topic.

Unpacking unit standard 30978

This sub-section shows how to unpack one of the standards used for this integrated unit of work, 30978 (Listen to and understand basic English language spoken texts in common everyday situations)

[Unit Standard 30978 – Listen to and understand basic English language spoken texts in common everyday situations.](#)

NZQA unit standard

30978 version 2
Page 1 of 3

Title	Listen to and understand basic English language spoken texts in common everyday situations		
Level	1	Credits	10

Purpose	People credited with this unit standard are able to listen to and understand basic English language spoken texts in common everyday situations at foundation level. This unit standard is for learners for whom English is an additional language. It is intended for learners who have a basic but limited command of English.
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved
------------------------	----------

The title of the assessment reflects the Outcome of the assessment, and both indicate what learners will need to be able to do to achieve the standard. This gives an overall idea of what the teacher needs to assess: in short, they need to be assured that their learners are able to listen to and understand basic English language spoken texts in common everyday situations. To understand exactly what this means, the teacher can refer to the **Definitions** under the **Guidance Information (GI)** in the standard:

12 Definitions

Basic spoken texts refer to very short, spoken texts which use familiar everyday expressions and very basic phrases. These texts are related to self and family and areas of most immediate personal relevance.

Enquiries refer to asking for information.

Requests refer to asking for assistance or services.

The definitions help explain the outcome, and what is meant by basic spoken texts.

The **Level** specifies that this is a Level 1 unit standard, and the

Purpose statement clarifies that this is for Foundation learners.

In the **Outcomes and performance** criteria section, there is further information on what the learner needs to achieve.

Outcomes and performance criteria

Outcome 1

Listen to and understand basic English language spoken texts in common everyday situations.

Range two spoken texts: one informational text and one interactional text, each on a different topic and in a different context, assessed on separate occasions; informational text may include everyday announcements, warnings, simple advertisements; interactional text may include common everyday enquiries and/or requests.

The **Range** statement shows that the learner will need to be assessed on two spoken texts, one informational, and one interactional. It also shows that these must be undertaken on different topics, and on different occasions, so they will not both be linked to the health topic, only the interactional text will. Hence, the teacher will need to develop another topic and assessment task in the programme to complete **Outcome 1**.

Performance criteria

- 1.1 Basic information is identified to demonstrate understanding of spoken text.
- Range at least three items of information for each text.

The **Performance criteria** specify what the learner will need to do, in this case, to identify three items of basic information.

Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Foundation) (Level 1) [Ref: 1879].
- 2 It is recommended that:
 - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.

Before writing the assessment, the teacher also refers to the Guidance Information (GI) in the unit standard. This gives additional information on the level of the text and the task (NZCEL Foundation, see GI 1) and that it is informed by the CEFR (GI 3). The level of CEFR, and other well-known frameworks, is stated on page 11 of this document. For secondary schools, guidance on how unit standards and the CEFR relate to the ELLP is available on page 9 of this document.

This unit standard, as a Level 1 Foundation unit standard, is informed by the CEFR A1 level, and is suitable for learners who are at the Foundation Stage of the ELLP.

The **Guidance Information** also suggests an integrated approach (GI 2) and refers to this supporting document (GI 4). It also provides important information on the assessment situation (GI 5–9), and how much support learners may have.

- 5 All assessment activities must be conducted in English, which must not be the learner's first language. Task instructions may be given in the learner's preferred language.
- 6 Assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised.
- 7 Learners need to be given time to read any written instructions and questions before the listening task. Clarification of task instructions may be requested by the learner, so long as this does not lead the learner to the correct answer.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learner's response may be oral or written or by non-verbal demonstration. If responses are oral or demonstrated, they must not be heard or observed by other learners. Responses may contain significant phonological or linguistic inaccuracies but must be recognisable. This standard assesses listening skills, not spoken, reading, or written skills.

GI 5 clarifies that while the assessment must be undertaken in English, instructions can be given in the learner's own language.

GI 6 explains that the assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised. If the assessor reads a script, this must be read slowly and clearly, and any recording of the script should also be read slowly and clearly. To minimise affective barriers, the assessment is best undertaken in the normal classroom, as part of a scheduled lesson, rather than in an unfamiliar space set up specifically for an exam.

GI 7 highlights that learners need to be given time to read and understand the task and questions prior to listening to the spoken text, and that they may use a dictionary.

GI 9 provides important information on what is required for learner responses. It makes it clear that learners do not need to spell words correctly, write grammatically correct sentences or have correct punctuation, as long as their responses can be understood. It also provides a range of assessment options, that can be particularly useful for learners with learning needs.

GI 10 is particularly useful for assessment writers, as it sets out some of the main considerations.

- 10 Each spoken text for this standard:
- i must include at least three points by the speaker(s);
 - ii must contain information relevant to the learner;
 - iii must be appropriate to the spoken mode or a text designed for oral delivery;
 - iv must be repeated once only;
 - v may be supported by visual and non-verbal cues;
 - vi must be delivered in clear speech;
 - vii can be listened to face-to-face, or in pre-recorded audio or audio-visual format. If audio-visual materials are used, these must not include large amounts of written text.
 - viii must be guided by the first 500 words of the New General Service List <https://www.newgeneralservicelist.com/>.

A text for this standard must include at least three points by the speaker **(10 i)**.

The Performance criteria also specify that the learner must identify three items of information. To allow for a margin of error, it would therefore be a good idea to have at least four points in the spoken text, that the learner can identify. It must be relevant **(10 ii)**, which is why the health topic was chosen. It must be appropriate for the spoken mode **(10 iii)** and cannot simply be a reading text read out. It must be repeated once only **(10 iv)** so can be read or played twice during the assessment occasion, and these should be the only times the learner hears this particular text.

Learners can therefore not do a resubmission [Assessment opportunities in schools – NZQA](#) involving listening to the same script again. It can be supported by visual and non-verbal clues **(10 v)**, so can be a video recording, as long as it doesn't use a large amount of text, particularly text relevant to the questions **(10 vii)**. It should be delivered in clear speech and guided by the first 500 words on the New General Service List (NGSL) **(10 vi and viii)**.

Sample assessment schedule (Unit standard 30978)

To achieve this unit standard, learners must achieve two tasks: one must be a spoken information text, and one must be a spoken interactional text. These should be on different topics and assessed on different occasions.

Task 1: Doctor's appointment (interaction)				
Performance criteria	Evidence	Correct answers	✓	Judgement
1.1. Basic information is identified to demonstrate understanding of spoken text. Range at least three items of information for each text.	Questions 1–4	Sara (or any alternative spelling)		Basic information is identified by correctly answering at least 3 of Questions 1–4
		Doctor		
		Thursday		
		1 o'clock		
Task 2: School trip (information)				
Performance criteria	Evidence	Correct answers	✓	Judgement
1.1. Basic information is identified to demonstrate understanding of spoken text. Range at least three items of information for each text.	Questions 1–4			Basic information is identified by correctly answering at least 3 of Questions 1–4

Using English Language Level 1 and Level 2 unit standards to assess diverse learners

Connecting Reading, Speaking, and Writing assessment

Unpacking a unit standard (31005)

Analysing vocabulary levels of texts

In this section, an experienced practitioner explores how to use unit standards to assess differentiated learning in a Year 11 English Language (EL) class and explains how text analysers can be used to measure vocabulary levels of texts at each of the different levels.

Whakawhanaungatanga (building relationships) provides a unifying theme for the teaching and learning activities at two levels. EL unit standard 31005 is unpacked in detail.



Who are the learners?

Secondary context

Year 11 class at a large urban school in Term 1, with 21 learners who are mostly from Tonga, Sāmoa and other Pacific Island nations. The class meets for five periods a week, one hour daily. Some learners are working mainly at English Language Learning Progressions (ELLP) Stage 1 and others at ELLP Stage 2. Many of them take Lea Faka Tonga, Gagana Sāmoa, and Te Reo Māori Kuki 'Airani as NCEA subjects. Some will be ready for the literacy and numeracy Common Assessment Activities (CAAs) or University Entrance by the end of their high school journey. Others, particularly those who have more language or learning needs, will work with family, the ESOL and Career Pathways departments, and their dean to decide on their next steps after leaving school in the next year or two. Some learners are at risk of disengagement from schooling, so teaching must focus on creating a sense of belonging, as well as developing language and literacy skills. They may not be entered for every standard, but all will participate in the teaching and learning.

Tertiary context

This is part of the [New Zealand Certificate in English Language](#) (NZCEL) programme at a smaller language school. Due to funding constraints, as well as student numbers, classes are often combined. Therefore, NZCEL 1 and NZCEL 2 are taught in the same class, by the same teacher. Many of the learners are women who are new to New Zealand. The language classroom is important to them, not only for learning English, but also for connecting socially and building relationships. To facilitate relationship building, while also working towards achieving the unit standards that contribute to the qualification, the teacher chooses the theme *Whakawhanaungatanga*.



Connecting Reading, Speaking, and Writing assessment

The *Whakawhanaungatanga* unit will involve three unit standards at each level and focus on building relationships in the class. [Te Aka](#) Māori Dictionary defines whakawhanaungatanga as the ‘process of establishing relationships, relating well to others’.

	Reading	Speaking	Writing
Level 1 standards	31005 <i>Read and understand a range of simple English language written texts independently</i> (5 credits) (This unit contributes two of the four tasks for this unit standard.)	31013 <i>Participate in simple everyday spoken interactions in English language</i> (10 credits) (This unit contributes to one of the three tasks for this unit standard.)	27996 <i>Write a simple text on an everyday topic in English language</i> (5 credits)
Level 2 standards	31006 <i>Read and understand a range of straightforward English language written texts independently</i> (5 credits) (This unit contributes two of the five tasks for this unit standard.)	31020 <i>Participate in an interview on a familiar topic in English language</i> (5 credits)	27999 <i>Write a simple connected text on a familiar topic in English language</i> (5 credits)
Teaching and learning activities, with more ELLP Stage 1 and Stage 2 ideas here.	Students read extracts from profiles, interviews and biographies, discussing language features of profiles and personal responses to reading. The MOE's Tāhūrangi literacy and instructional series (including School Journals) are a source of rich, authentic, Aotearoa New Zealand texts which can be ordered free for schools.	Level 1 students interview each other about their backgrounds and interests (e.g. where they are from, what languages they speak, hobbies, favourite foods, music, subjects). Level 2 students include questions about life in their home countries and future plans (to generate answers in present, past and future tense).	Writing profiles of community figures or school staff. • Teacher-created model texts for annotation and discussion • Shared/guided writing • Group, pair and individual writing • Peer and self-marking using checklists developed from model texts
Assessment tasks	Two personal responses to independently read profiles, interviews or biographies.	Level 1 students pair up to record interviews. Context: finding out information to write a short profile. Teacher records Level 2 students' interviews. Context: course interview.	Using the information from their interviews, learners write profiles of their classmates.

Unpacking a unit standard 31005

Guidance Information (GI) 1–6

31005 Read and understand a range of simple English language written texts independently (Level 1)	Notes
1. This unit standard may contribute to the New Zealand Certificate in English Language (Level 1) [Ref: 1880].	GI 2 See previous pages for the ways recommendations have been taken into account for this specific context – each context is unique. GI 3 Please see Section 2, for the relationship between ELLP, CEFR & EL & EAP unit standards. GI 6 This is not a writing standard, so performance criteria for Level 1 writing tasks do not need to be met. Teachers could also collect evidence in other ways, for example, recorded interviews. A very simple interview about the title, author, text type, date read and what the student enjoyed or learned from the text could contribute to one of the interview tasks for 31013.
2. It is recommended that: i. the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner; ii. assessment be conducted in conjunction with assessment against other English Language unit standards at this level.	
3. This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales .	
4. The requirements of this standard are consistent with the supporting documents. They include guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/ .	
5. All assessment activities must be conducted in English, which must not be the learner's first language.	
6. Learner responses may be written, oral, or visual. Responses may contain textual, phonological, or linguistic errors and inaccuracies, but these must not impede meaning.	

Guidance Information (GI) 7–10

31005 Read and understand a range of simple English language written texts independently (Level 1)	Notes
7. Learners may use a bilingual and/or an English dictionary.	
8. For this unit standard: - i learners may be supported in their choice of texts; - ii written texts may be abridged versions, designed for English language learners; - iii copies of articles, sample pages from texts, graded reader levels, and webpage links should be supplied for moderation purposes; - iv texts must be guided by the first 1,000 words of the <i>New General Service List</i>. https://www.newgeneralservicelist.com/.	7–8 Teachers may supply a dictionary and a selection of texts that meet GI 8 iv or, if allowing learners to select their own texts, check they meet the requirements. See also the definition of ‘independently’, below, and the information about using GI to assess texts on the following pages.
9. Guidelines for preparing submissions for moderation can be found at: https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/ .	Please note that 8 iv shows one element of two which are different for the English Language Level 2 standard 31006 <i>Read and understand a range of straightforward English language written texts independently</i> . The other element is the number of texts learners are required to respond to (see Range).
10. Definitions <i>Independently</i> refers to learners reading a range of texts on their own, without teacher input beyond support with text selection to meet vocabulary and text type requirements. <i>Personal response</i> refers to engagement with each text. This involves evidence that the learner has made connections between how they feel about what they read, how it may relate to their own life or things they know, and what they think about the ideas in the text. Engagement may involve expressing viewpoints or critiquing the writer’s views. <i>Simple English</i> language written text refers to a text that includes a number of ideas presented in simple and compound sentences and may include single words and phrases.	10. Teaching should emphasise personal response rather than summarisation of the text. This definition of <i>simple English language written text</i> provides more guidance about appropriate text types.

Using Guidance Information to assess vocabulary levels of texts

Here's **GI 8** again, and a possible text, an interview with [Alan Wendt](#) the NZSL (New Zealand Sign Language) interpreter who became well-known for his work in COVID press conferences. He also speaks Sāmoan and German.

 Getting the Message Across by Iona McNaughton Alan Wendt is a sign-language interpreter. He uses New Zealand Sign Language (NZSL) to help Deaf and hearing people talk to each other. There are about 11,000 people in Aotearoa New Zealand who are Deaf. NZSL is the first language they learn. Many of their friends and families learn it, too. I asked Alan some questions about his job.	8. For this unit standard: - i learners may be supported in their choice of texts; - ii written texts may be abridged versions, designed for English language learners; - iii copies of articles, sample pages from texts, graded reader levels, and webpage links should be supplied for moderation purposes; - iv texts must be guided by the first 1,000 words of the <i>New General Service List</i>. https://www.newgeneralservicelist.com/.
--	---

The subsection below **Analysing vocabulary levels** of texts includes tools and guidance to support correct selection of texts. It shows three tools to check if this text is at a suitable level. As you will see, it contains many words that learners working at this level could not be expected to know unless they had been taught during the unit. However, since the text may appeal to these learners, the teacher includes it as a teaching text, using group discussion to highlight language features of profiles and interviews and the difference between summarisation and personal response.

Check the level of a text if you have used an AI tool to modify it, even if you have used a detailed prompt like this: *You are an ESOL teacher, teaching students whose first language is not English. Rewrite and simplify the following text, use the New General Service List, and use the first ____ words of the NGSL, [keeping it in paragraphs and keeping the subheadings].*

Outcomes and performance criteria

This table shows the differences between the English Language Level 1 Unit Standard and the English Language Level 2 Unit Standard.

31005 Read and understand a range of simple English language written texts independently (Level 1)	31006 Read and understand a range of straightforward English language written texts independently (Level 2)	Notes
Outcome 1 Read and understand a range of <i>simple</i> English language written texts independently. Range text types may include but are not limited to graded readers, short stories, articles, and websites. <i>four</i> written texts of at least three different text types. Performance criteria 1.1 Date of reading, title, text type, author or source of each text are recorded in the reading log. 1.2 A personal response to each text is given.	Outcome 1 Read and understand a range of <i>straightforward</i> English language written texts independently. Range written text types may include but are not limited to graded readers, short stories, articles, biographies, websites. <i>at least five</i> written texts of at least three different text types. Performance criteria 1.1 The date of reading, title, text type, and author or source of each text are recorded in the reading log. 1.2 A personal response to each text is given.	The outcomes and performance criteria are similar, allowing for a lot of overlap in teaching and learning. <i>Simple vs straightforward</i> texts. Check the definitions in the unit standards to understand the differences. <i>Four (Level 1 learners) vs five texts (Level 2 learners) of at least three different text types.</i> Learners who respond to two profiles or two interviews for this unit will need to read two other text types (such as a short story and an article) to meet these range requirements. Performance criteria 1.1 The template on the next page shows how to help learners meet this criterion. 1.2 This relates to GI 10 on the previous page: evidence must emphasise personal response rather than summarisation of the text.

Assessment schedule and template (learner friendly) for use with Unit Standard 31005

Student friendly checklist/assessment schedule and template

The reading log and response template below is sufficient for either the Level 1 or Level 2 English Language unit standard – the differences will be in the complexity and number of texts read. The Level 1 text referred to comes from this collection: [British Council Reading Zone](#). Keep information like this for moderation purposes, as outlined in **GI 8 iii** (on page 4, above).

31005 version 2 Read and understand a range of simple English language written texts independently (Level 1)

We are learning to read and respond to different texts by ourselves – using a dictionary if we need it.

I can read *four Level 1* texts (at least three different types) and...

- identify the title, author, text type and date
- identify the topic of the text
- write what I felt, thought or learned from my reading

Date read	25 October 2024
Title	Life as a YouTuber
Text type	Profile
Author or source	Nicola Prentis
Personal response	This profile is about Jessii Veei, a YouTuber who has 150 million followers. I learned this job is hard, and Jessii works six days a week. The article teaches us about staying safe on social media. For example, you can turn off comments, so you don't have to worry about mean people.

The italicised words above (*'four Level 1'* texts) are the only elements that need to be changed to adapt this for learners being assessed by the English Language Level 2 Unit Standard.

Sentence starters could also be supplied to support the learner, for example:

This _____ was about... I learned... I thought... I enjoyed... I didn't agree with... I felt...

Analysing vocabulary levels of texts

It is important to ensure that the vocabulary is at the correct level for the reading text and unit standard. This sub-section shares three tools to support this: *New General Service Levels Text Profiler*, *Lextutor*, and *Text Inspector*.

New General Service List Text Profiler

This tool analyses vocabulary at a range of *New General Service List* (NGSL) levels. The teacher selected the appropriate word level list (801–1200) words to align with the requirement that the text be ‘guided by the first 1000 words of the NGSL’. The output showed 89% of the words were within the 801–1200-word range, inclusive of proper nouns.

Lextutor

This tool analyses texts to show how many words are within the first 1,000 and 2,000 high-frequency words, the *Academic Word List* (AWL) and words outside these lists including proper nouns.

Although this tool refers to earlier lists (*General Service List* and *Academic Word List*), rather than the NGSL and *New Academic Word List* (NAWL), it is informative and uses an accessible visual format.

Text Inspector

Text Inspector is for the Common European Framework of Reference (CEFR). This tool analysed the text at A2+, just within the Level 1 English Language Unit Standard range. Although some complexity data are available free through *Text Inspector* for short texts, a subscription is required to analyse longer texts and to elicit a CEFR level through the Scorecard function.

Another useful analysis tool is [Text Analyzer](#).



Using English language unit standards at two different levels to address learners' needs

An integrated speaking and writing programme

Preparing for assessment and unpacking a unit standard

Reducing barriers – helping learners during an assessment task

In this section an experienced practitioner shows how to identify and reduce affective barriers to assessment by addressing learners' needs, understanding their context and using one assessment task at two different levels or English Language Learning Progression (ELLP) stages. Two English Language (EL) unit standards are unpacked in detail: 31026 at Level 1 and 31207 at Level 2.



Who are the learners?

Secondary context

Welcome to Year 12 ESOL with Ms. Wright!

At a metropolitan secondary school in Auckland, Ms. Wright's Year 12 ESOL class is working hard. Two-thirds of the class are Chinese, and there are also learners from Sāmoa, Afghanistan, Ethiopia, Japan, India, the Philippines and Thailand.

Learners are at ELLP Stage 2 in reading and writing and are at Stage 2–3 in speaking and listening ability.

Despite the course being at Year 12, the class includes learners who are in Year 11 or Year 13. They receive four periods of ESOL instruction per week, so Ms. Wright includes cross-curricular links wherever possible to support learners in their mainstream NCEA classes.

Learner Profiles

Below is a snapshot of three learners in Ms. Wright's class. Information about how to support these learners during assessment is given in the section 'Identifying and reducing affective barriers'.

 Name: Ali Born: Afghanistan First language(s): Dari Age: 17 Ali is a former refugee who did not receive a formal education prior to living in New Zealand. He learnt to read and write in Dari (a variety of the Persian language spoken in Afghanistan) from his eldest sister. Ali has now lived in New Zealand for one year. Currently, he is making steady progress in his oral language, but he needs additional time to complete writing tasks as he struggles with fine motor skills.	 Name: Yu Ying Born: China First Language(s): Mandarin Age: 16 Yu Ying is an international student who arrived in New Zealand at the start of the current term. She has come alone and is living with a homestay family. Yu Ying appears quiet and withdrawn in class. After a check-in from the homestay coordinator, it is apparent that she is experiencing culture shock and homesickness.	 Name: Lani Born: Sāmoa First Language(s): Sāmoan Age: 16 Lani has lived in New Zealand for five and a half years. She is comfortable conversing with her peers and teachers in informal settings and often participates in group activities. However, she struggles in reading and writing.
--	--	---

An integrated speaking and writing programme

Teaching and Learning

Ms Wright sees how the learning objectives in the 'Bamboo and Flax' unit align with the purpose, outcomes, and performance criteria of the English language level 2 and level 3 unit standards.

This Ministry of Education resource supports learning across the curriculum. Learners are exposed to language, topic-specific vocabulary, and text types (information report and procedural) which are often found in Science and Social Studies contexts. Aspects of New Zealand culture and Māori history also feature. Learners can draw on their prior knowledge, cultural capital, and worldview to develop their knowledge and language on the 'Bamboo and Flax' topic.

Below are examples of language, topic-specific vocabulary, and text types from 'Bamboo and Flax'.

Label the parts of the bamboo plant

A bamboo plant has roots, rhizomes, a stalk, branches and leaves.

OWT FLAX

What is flax?
Flax, or harakeke in Māori, is an important New Zealand plant. There are two species of flax in New Zealand. The first species is the common flax. The second species is the mountain flax.

What does flax look like?
Flax has long, tough leaves and tall flower stalks. Flax flowers can be red, yellow or orange. The common flax grows taller than the mountain flax.

Where does flax grow?
The common flax grows throughout New Zealand. Mountain flax grows at high altitudes and along coastal areas.

What is flax used for?
Flax was very important to the early Māori. Flax fibre was used to make clothing, sandals, mats, sails, kete (baskets), ropes and cord, bird traps, fishing lines and fishing nets. Bundles of flower stalks were used to make refts.

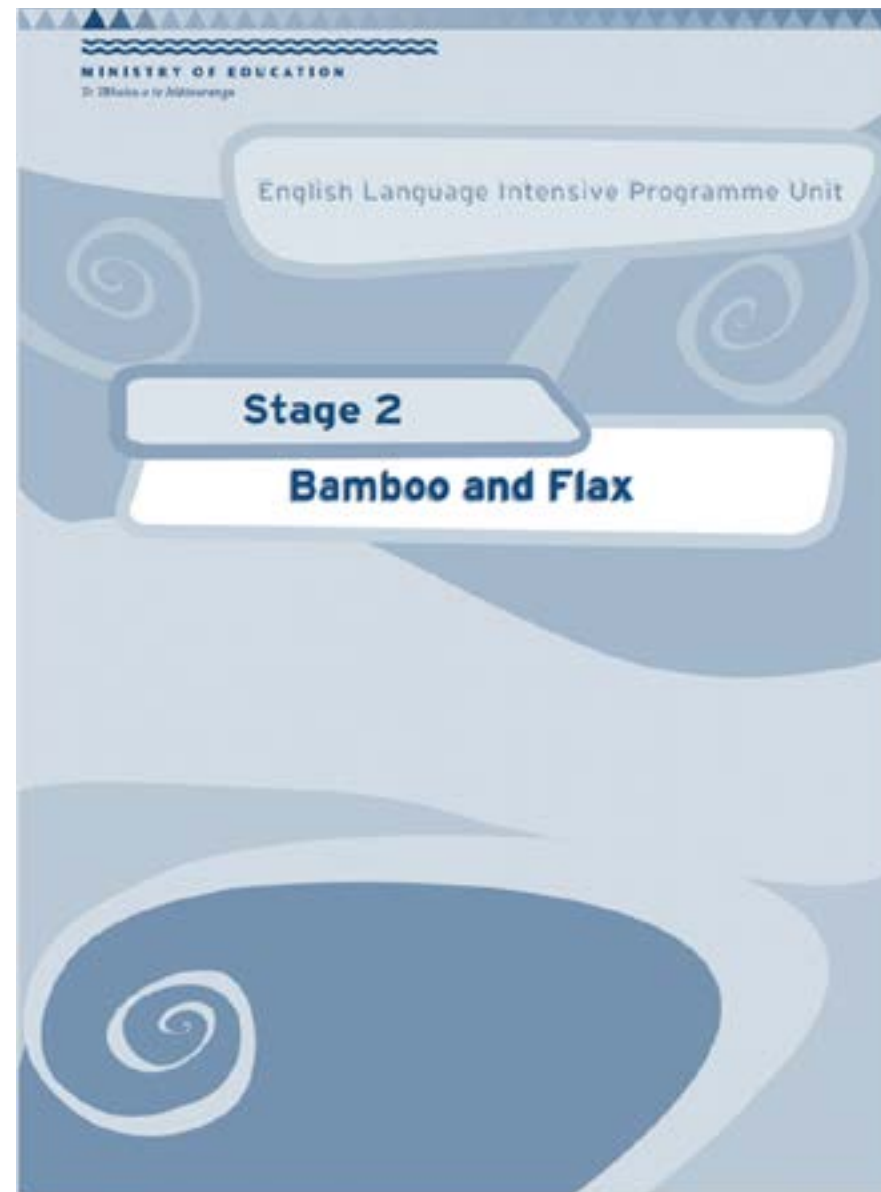
Key words

bamboo	centimetres
bamboo	diameter
grove	yellow
species	sea level
plants	mountains
earth	rafts
to flower (verb)	scaffolding
a flower (noun)	pipes
yield	quantities
flexible	paper
stalks	medicine
nodes	food
graceful	cell erosion
leaves	arrows
roofs	artist
nutries	builder

Labelling a Scientific Diagram, Activity 2, p.15

An information report about Flax, p.65

Key words pre-taught before reading, p.19



This unit of work can be found at: [Bamboo and Flax | ESOL online](#)

Preparing for assessment and unpacking a unit standard

As their skills and knowledge develop, Ms. Wright prepares to assess her learners. She develops one assessment task for speaking, and one assessment task for writing, following the learning objectives in the 'Bamboo and Flax' unit.

Speaking

Level	Standard Number	Title	Version	Credits
2	31026	<i>Present information on a familiar topic in English language</i>	2	5
3	31027	<i>Deliver a developed presentation on a familiar topic in English language</i>	2	5

Writing

Level	Standard Number	Title	Version	Credits
2	27999	<i>Write a simple connected text on a familiar topic in English language</i>	4	5
3	28068	<i>Write a connected text on a familiar topic in English language</i>	4	5

By developing assessment tasks based on her unit of work, Ms. Wright follows **Guidance Information 2 (GI 2)**, which is common in most English language unit standards:

GI 2 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.

Ms. Wright decides to assess speaking first, as most of her class demonstrate more confidence in their speaking than their writing. She closely reads unit standards 31026 and 31027 from the NZQA website to ensure they are appropriate for use with her learners. She also checks the similarities and difference between both standards, so both levels can be assessed using one assessment task. View the annotations below to see Ms. Wright's unpacking of English Language unit standards 31026 and 31027. Unpacking a unit standard is not a linear process. Given this, Ms. Wright refers to different parts of the standard as she unpacks it to a full understanding all the requirements.

Unpacking a unit standard is not a linear process. Ms. Wright refers to different parts of the standard as she unpacks it to fully understand all the requirements.

Unit standard Title

Level 2 Unit Standard 31026 and Level 3 Unit Standard 31027 can be used to assess students' ability to give a presentation on a familiar topic in English language.

The **Title** wording is the same as the **Outcome** wording.

A 'familiar topic': Ms. Wright's students can draw on knowledge and skills acquired through the 'Bamboo and Flax' unit. The assessment task will be to 'give an informative presentation about an important plant from your culture'. The full assessment task can be viewed within the section 'Creating Student and Assessor Guidelines for an Assessment Task'.

NZQA unit standard

31026 version 2
Page 1 of 3

Title	Present information on a familiar topic in English language		
Level	2	Credits	5

NZQA unit standard

31027 version 2
Page 1 of 3

Title	Deliver a developed presentation on a familiar topic in English language		
Level	3	Credits	5

Unit standard Number and Version
Ms. Wright can use the standard and version numbers to locate additional materials on the NZQA website. These can help her to better understand the standard. Resources include:

- [assessment support material](#),
- [exemplars](#), and
- [clarifications](#)

She needs this information to set up her markbooks on KAMAR, her school's management system software.

Level and Credits

Learners will either gain 5 credits at Level 2 or Level 3, which will count towards their NCEA Level 2 or Level 3 qualification.

Checking Definitions – 'Present information' vs. 'Deliver a developed presentation':

Ms. Wright spots the differences – she consults the *Definitions* under *Guidance Information 10 and 11* of US 31026 and US 31027 respectively. Definitions in both standards are displayed on the right.

The definition of 'presentation' in both standards is identical.

US 31026

10 Definitions

Connected discourse refers to the use of conjunctions and pronoun reference to link ideas.

Conventions refer to verbal and non-verbal strategies appropriate to the learner's presentation context.

Errors refer to systematic use of incorrect language features.

Familiar topics refer to topics that are well known and relevant to the learner.

Inconsistencies refer to variable control in language features, where the learner can self-correct if necessary.

Presentation refers to a speaker delivering information to an

Unpacking a unit standard is not a linear process. Ms. Wright refers to different parts of the standard as she unpacks it to fully understand all the requirements.

However, a 'developed' presentation requires the learner to both present information and elaborate on this information by providing explanation, examples, and evidence.	audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product. US 31027 12 Definitions <i>Conventions</i> refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context. Developed refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples, and/or evidence. <i>Errors</i> refer to systematic use of incorrect language features. <i>Inconsistencies</i> refer to variable control in language features, where the learner can self-correct if necessary. Presentation refers to a speaker delivering information to an audience, either as a monologue or through an interactive dialogue. Presentations are meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea or product.	
Purpose The purpose statement tells Ms Wright what her assessment task must require learners to do. Level and readiness for assessment – 'developing' vs. 'increasing': In both standards, learners are those for whom English is an additional language. However, graded language is used to distinguish a student who is ready to sit Level 2 vs. Level 3.	US 31026 Purpose People credited with this unit standard are able to present information on a familiar topic in English language. This unit standard is for learners for whom English is an additional language. It is intended for learners who are developing independence in English. Classification Languages > English Language Available grade – Achieved	Available Grade Ms. Wright identifies the different grade criteria of the two unit standards. Her assessment tasks will need to explain the different performance criteria required by each grade and distinguish between an Achieved at Level 2, and an Achieved at Level 3. The criteria will inform the marking schedule for her assessment task.

Unpacking a unit standard is not a linear process. Ms. Wright refers to different parts of the standard as she unpacks it to fully understand all the requirements.

These purpose statements have a relationship with the ELLP Stages. More information about the relationship between ELLP Stages with English Language unit standards can be found here.	US 31027 Purpose People credited with this unit standard are able to deliver a developed presentation on a familiar topic in English language. This unit standard is for learners for whom English is an additional language. It is intended for learners with increasing independence in English. Classification Languages > English Language Available grade – Achieved, Merit, and Excellence Criteria for Merit Presentation of information is organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with good control. Meaning of spoken text is conveyed with minor inconsistencies. Criteria for Excellence Presentation of information is effectively organised, developed, and connected. Presentation demonstrates the use of a wide range of appropriate language features and conventions with consistent control to communicate ideas effectively. Meaning of spoken text is conveyed with minimal inconsistencies.	To understand what learners must do to achieve the different standards, Ms. Wright must unpack their outcomes and performance criteria. This is shown on on page 46.
---	---	---

Outcomes and Performance criteria

Next, Ms. Wright checks the guidance information, outcomes, and performance criteria of both US 31026 and US 31027 to make sure her task satisfies the outcome requirements of both standards and also accommodates the key differences at Level 2 and Level 3.

Ms. Wright's marking schedule will align with the performance criteria of both standards so she can judge if learners are able to present information at the expected level. It will also include the duration specified in the **range statement** of both outcomes.

- US 31026 – at least two minutes
- US 31027 – at least four minutes

US 31026

Outcomes and performance criteria

Outcome 1

Present information on a familiar topic in English language.

Range at least two minutes duration.

Performance criteria

- 1.1 Presentation is structured and relevant to the topic.
- 1.2 Clear evidence of connected discourse is included in the presentation.
- 1.3 Presentation conventions are used.

Range eye contact, body language, verbal strategies which may include opening and closing.

US 31027

Outcomes and performance criteria

Outcome 1

Deliver a developed presentation on a familiar topic in English language.

Range may include but is not limited to a presentation of information or instructions, persuasive oral texts, recounts of past events; at least four minutes in duration.

Performance criteria

- 1.1 Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.
- 1.2 Range of appropriate language features and conventions are demonstrated in the presentation with adequate control.

Checking Definitions – ‘conventions’:

Ms. Wright’s learners must demonstrate a *range* of presentation conventions.

Ms. Wright must establish which verbal strategies are appropriate for the task’s context: to give an informative presentation where the audience will be the learners’ peers.

US 31026

10. Definitions

Conventions refer to verbal and non-verbal strategies appropriate to the learner’s presentation context.

US 31027

12. Definitions

Conventions refer to verbal and non-verbal strategies and behaviour, such as the use of discourse markers, eye contact, stance, gesture, facial expression; and behaviour and register appropriate to the context.

Key

	Shared by both standards (structure/organisation)
	Shared by both standards (relevancy to the topic)
	Only in 31027 given the higher demands at Level 3

PC	US 31026	US 31027
1.1	Presentation is structured and relevant to the topic	Information is generally organised, developed, and relevant to the topic, purpose, audience, and context.
1.2	Clear evidence of connected discourse*	Range of appropriate language features and conventions are demonstrated with adequate control.
1.3	Presentation conventions are used.	

* The *Definitions* state that ‘connected discourse’ refers to the use of conjunctions and pronoun reference to link ideas. Thus, it has been grouped with evidence relating to structure and organisation of ideas.

Performance criteria

To ensure her assessment task and marking schedule meet the requirements of both standards, Ms. Wright identifies the similarities and differences between both performance criteria.

Checking Guidance Information

Further details of how students can demonstrate sufficient evidence of the performance criteria are provided in the Guidance Information of each standard. It will also provide guidance regarding the conditions of assessment.

Creating guidelines for an assessment task

As Ms. Wright becomes increasingly familiar with both standards, she uses them to design the assessment task. She creates two documents: 'Student Guidelines' and 'Assessor Guidelines'.

Student Guidelines are used by learners. They include information about the unit standard, assessment task, assessment conditions, credits and grades available, and what learners need to do to achieve the standard.

Additionally, they can also provide instructions that guide learners through the steps they will take and any checkpoints they must meet in completing the assessment.

Assessor Guidelines are used by teaching staff responsible for assessing students. They include information about the unit standard, assessment task, assessment conditions, credits and grades available, and include the assessment schedule or marking criteria. This information can support Ms. Wright and her colleagues to be consistent in their use of the standard. However, modifications could be made, such as a change of topic so that it is relevant to the learning context of her colleague's classroom.

SAMPLE ASSESSMENT TASK

Student Guidelines

Unit Standard 31026						Unit Standard 31027					
Title		Present information on a familiar topic in English language				Title		Deliver a developed presentation on a familiar topic in English language			
Level	2	Credits	5	Version	2	Level	3	Credits	5	Version	2

Student Guidelines

Assessment task

You will deliver an informative presentation about an important plant from your culture.

Based on your practice presentation, you will sit **Unit Standard** _____.

Your presentation must be:

Unit Standard 31026	Unit Standard 31027
- at least 2 minutes long - structured, connected and relevant to the topic - using a range of presentation conventions - understood by the audience	- at least four minutes long - organised, developed and relevant to the topic purpose, audience and context - using a range of appropriate language features and conventions with adequate control - understood by the audience

If you have a question or do not understand the assessment task, you may ask your teacher for help.

Designing a task to assess two unit standards

Ms. Wright's assessment task clearly states the *Standard Number, Title, Level, Credits, and Version* as stated in both Unit Standards 31026 and 31027. The task is clearly aligned to the outcome for each standard.

Assessment Conditions

Assessment conditions ensure the learner's work is their own. They have been informed by the *Guidance Information* from both unit standards.

They are not exhaustive and could be further developed to suit learners and their contexts.

The assessment will take place over a timeframe set by your teacher. (A specific timeframe and checkpoints could be given.)

- *The presentation must be your own work.*

You can use cue cards as a prompt, but you must not read from the written notes. (This statement could be rephrased to serve as a reminder to use 'eye contact' throughout their presentation.)

- *You can support your presentation with visuals, such as PowerPoint or slides, but these must not have lots of writing in them. Any visuals you use will not be assessed. (Ms. Wright could omit references to visuals if she wanted her students to focus solely on the oral component of this assessment.)*

You may use the Student Checklist on the next page to help you achieve.

Ms. Wright must consider how the assessment will be conducted to maintain the authenticity of candidates' work and ensure there are no breaches of the assessment conditions. Details regarding how assessors must conduct the assessment can be included in the *Assessor Guidelines*.



Assessment Conditions – examples of additional statements to support achievement

To make expectations clear to students, conditions **must** stipulate that ‘all assessment activities **must be completed in English**’. It could add ‘no translation devices or sources in languages other than English may be used during the assessment’.

Ms. Wright will work to **reduce affective barriers for her learners**, in a manner that maintains the authenticity of their work. More information is provided in the section ‘Identifying and Reducing Affective Barriers’.

A statement to inform students that their **presentations will be recorded** could be added to the conditions.

Unit Standard 31026 version 2

Guidance Information

- 5 All assessment activities **must be conducted in English**, which must not be the learner’s first language.
- 6 Assessment must be conducted in a supportive and familiar environment, in which **affective barriers are reduced**. Learners may request assistance to understand the requirements of the assessment task.
- 7 The presentation must be the learner’s own work and must be audible and understood. Hesitations, errors, and inconsistencies may be present, but meaning is rarely impeded. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. **Visuals** may include a minimal amount of written text and should not be assessed as part of this standard.
- 8 For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at [here](#).

Unit Standard 31027 version 2

Guidance Information

- 7 All assessment activities **must be conducted in English**, which must not be the learner’s first language.
- 8 Learners may request assistance to understand the requirements of the assessment task.
- 9 The presentation must be the learner’s own work and must be audible and understood. Errors and inconsistencies in grammar, vocabulary, and pronunciation may be present, but they must not impede meaning. The delivery cannot be heavily reliant on written notes. However, it may be delivered with only occasional reference to written notes or cue cards. The text must be primarily spoken but may include other appropriate presentation techniques, such as visuals. **Visuals** may include a minimal amount of written text and should not be assessed as part of this standard.
- 10 For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at [here](#).

Student Checklist

The checklist below shows how the assessment task provides differentiation across levels. It is designed to help learners keep on track to meet the requirements of the standards. You can adapt it to better suit the needs of your learners and their context.

	US 31026	US 31027		
	Achieved	Achieved	Merit	Excellence
Structure & Organisation	Present information which is structured and connected. This means that: - An introduction gives the background and purpose of your presentation. Relevant information follows that is organised logically. - A concise conclusion that signals the end.	Present information which is generally organised and developed. This means that: - An introduction gives the background and purpose of your presentation. - Information is presented in logical order and develops ideas by giving additional details and examples. - A concise conclusion that signals the end.	Meet the criteria for Achieved. Develop ideas by providing more supporting detail, evidence, and examples. Use linking words to join ideas in paragraphs and between paragraphs.	Meet the criteria for Merit. Fully develop ideas by expanding on ideas and providing additional details and explanation. Clearly signal different parts of your presentation and link ideas all of the time.
Language Features (see next page for examples)	Use language features and conventions to communicate your ideas. This includes conjunctions and pronoun reference to link ideas.	Use enough language features and conventions to communicate your ideas. These must be appropriate to the topic, purpose, audience and context.	Meet the criteria for Achieved. Use a larger number of language features and conventions correctly with very few mistakes.	Meet the criteria for Merit. Use several language features and conventions correctly with almost no mistakes. Any mistakes do not affect meaning.
Delivery	Be understood by your audience. Any hesitations, errors, or inconsistencies rarely affect meaning.	Be understood by your audience. Any errors or inconsistencies do not affect meaning.	Meet the criteria for Achieved. Be easily understood with only some inconsistencies, some of which you self-correct.	Meet the criteria for Merit. Be very easily understood with very few inconsistencies which you can self-correct.

Language Features include:	
Grammar	- verb forms and tense, e.g. <i>live, are living, lived, may</i> - sentence structure, e.g. <i>simple sentences, compound sentences and complex sentences</i> - lexical chains, e.g. <i>migrant workers, urban areas, factories</i> - cohesive devices such as: - pronoun reference, e.g. <i>this, they</i> - conjunctions, e.g. <i>and, but, so, because, yet</i> - connectives, e.g. <i>In the same way, However</i> - discourse markers, e.g. <i>In the future we will need to...</i>
Word use	- correct word choice, e.g. <i>significant</i> - correct grammatical form, e.g. <i>one suggestion is... This suggests that...</i> - correct collocation, e.g. <i>it is significant that</i> - using words in the right order, e.g. <i>as a significant social problem</i>
Speaking	<i>Pronunciation</i> - Saying words correctly <i>Volume</i> - Speaking loudly enough to be heard by all of your audience <i>Pace</i> - Speaking not too fast and not too slow <i>Voice</i> - Appropriate intonation with your voice going up or down to convey meaning - Use of stress to emphasise important points, or stressing the correct part of a word - Using correct rhythm
Conventions – verbal strategies	- rhetorical questions e.g. <i>Why do they do it?</i> - hyperbole, e.g. <i>It was the best day ever!</i> - anecdotes, e.g. <i>I think about my parents and how we enjoy spending time going to...</i> - repetition, e.g. <i>greater obstacles... greater goals... greatness.</i> - inclusive language, e.g. <i>Have you ever thought about...?</i>
Conventions – non-verbal strategies	- eye contact - gestures - facial expression - behaviour such as standing correctly up straight and facing your audience.

Identifying and reducing affective barriers for the assessment task

Guidance Information 6 (GI 6) for US 31026 version 2, prompts Ms. Wright to take steps to reduce test anxiety and stress that learners may experience during high stakes assessment.

GI 6 Assessment must be conducted in a supportive and familiar environment, in which **affective barriers are reduced**. Learners may request assistance to understand the requirements of the assessment task.

Ms. Wright can adapt her approach to respond to her learners' needs.

Some approaches Ms. Wright may use to reduce affective barriers may include:

- Assessing learners as part of an integrated unit of work.
- Making explicit the assessment conditions and standard terminology during in-class learning or as part of formative tasks so learners know what to expect under summative assessment conditions.
- 'Chunking' the assessment task by carefully setting timeframe(s) and checkpoint(s) for learners to meet. Ms. Wright could split the assessment into different parts, only providing key assessment documents once learners are ready for the next step. This can help them stay motivated, focused, and on track.
- Providing a familiar environment, as well as consistent "assessment conditions" routines.
- Adjusting her approach and manner during assessment as necessary to support, encourage, and even cajole learners!

As **US 31027 version 2** is intended for learners who are developing increasing independence, the **requirement to reduce affective barrier is not stated** in the standard. However, these approaches can still be used so long as the presentation is the learner's own work, and the requirements of the unit standard are followed. In both standards, learners may ask for help to clarify instructions and the task (shown below).

GI 8 **Learners may request assistance** to understand the requirements of the assessment task.

Reducing barriers – helping learners during an assessment task

Ms. Wright has taken **steps to reduce affective barriers** and help some of her learners under assessment conditions. The following scenarios are based on short learner profiles and conversations that can arise during internal assessment.

Getting Lani Started



Name: Lani
Born: Sāmoa
First Language(s): Samoan
Age: 16

Lani has lived in New Zealand for five and a half years. She is comfortable conversing with her peers and teachers in informal settings, and she often participates in group activities. She struggles in reading and writing and has trouble getting started. While other learners have begun to brainstorm their ideas, Lani is trying to process the requirements of the assessment. Ms. Wright has a conversation to guide Lani on getting started.

Lani: “Miss... What do I do now? Am I planning?”

Ms. Wright: “At the moment we’re just brainstorming our ideas about the topic. Have you thought about what plant you might choose?”

Lani: “Yes Miss, we have Teuila, so I might choose Teuila.”

Ms. Wright: “Can you tell me about Teuila? Teuila? Am I saying it correctly?”

Lani: “Yeah Teuila, it’s like a flower for our country, and there’s a famous festival for our country from the flower.”

Ms. Wright: “Oh that sounds awesome, Lani. You could write that down on your brainstorm. Think about all the things you know about Teuila and write them down. You can organise your ideas later.”

Lani nods and gets to work. Ms. Wright will come back and check on her later. Without giving her the answers, Lani now has a bit more confidence to move forward.

More about the Teuila flower: [Teuila Flower Meaning, Symbolism & Spiritual Significance - Foliage Friend - Learn About Different Types of Plants](#)

Keeping Ali Motivated



Name: Ali
Born: Afghanistan
First Language(s): Dari
Age: 17

Ali is a former refugee who did not receive a formal education prior to living in New Zealand. He has been here now for one year.

He learnt to read and write in Dari from his eldest sister. He is making steady progress with his oral language but needs additional time to complete writing tasks as he struggles with fine motor skills.

Ali has been working hard drafting his presentation. It is about pomegranate fruit. He will talk about its uses and importance in cultural dishes, traditions, and the economy. It has taken him one week under assessment conditions to write his introduction and first body paragraph. Ms. Wright notices that the usually productive Ali is delaying his work. He and Ms. Wright have a chat to support his next steps.

Ali: “Miss, how much longer are we doing this?”

Ms. Wright: “The assessment? Well, I planned for the drafts to be due this Wednesday. Can I see what you’ve got so far?”

Ms. Wright takes a seat next to Ali and reads over his script.

Ms. Wright: “Hey Ali, do you want to read this aloud to me? That way you’ll know how much more you need to write to get to two minutes. I’ll time you. Try saying it the same way you will in your presentation.”

Ali takes a deep breath and reads aloud his script. Ms. Wright listens politely and nods reassuringly. She stops the clock at 1:09.

Ms. Wright: “That’s sounding great, Ali. How much more do you think you’ll need to do if this is the time?”

Ali: “Wait, how long we speak? Two minutes? Oh, so maybe one paragraph. And ending.”

Ms. Wright: “Does that seem okay with you? What’s on your planning sheet?”

Ali: “Oh, yes Miss that’s easy, I’ve still got lots to write, now I can’t write them all!”

Ms. Wright: “Yes, that’s right. You’re nearly there Ali, just remember to think about the time. Two minutes goes fast.”

Checking in with Yu Ying



Name: Yu Ying

Born: China

First Language(s): Mandarin

Age: 16

Yu Ying is an international student who arrived in New Zealand at the start of the current term. She has come alone and is living with a homestay family. Yu Ying appears quiet and withdrawn in class. After a check-in from the homestay coordinator, it is apparent that Yu Ying is experiencing culture shock and homesickness.

As a new arrival, the assessment has been a lot for Yu Ying to contend with. The mode and style of assessment are foreign to her, and she is still adjusting to learning in a New Zealand classroom. To make sure Yu Ying does not miss key instructions, Ms. Wright has been checking in with her during the assessment. Fortunately, Yu Ying has been able to use her own knowledge about the uses and importance of bamboo in China, picking up relevant vocabulary from the ‘Bamboo and Flax’ unit. Her familiarity with the topic has made the assessment task less overwhelming.

Although Yu Ying is at ELLP Stage 3 in writing, her speaking skills are not as strong, so Yu Ying will be working to achieve US 31026. Ms. Wright tells Yu Ying that even though she is aiming for a Level 2 standard for her presentation, she could still sit the Level 3 writing standard US 28068 based on her work this term.

On the day of Yu Ying’s presentation, Yu Ying looks extremely nervous and unwell.

Ms. Wright: “Yu Ying, are you going to be okay to present today?”

Yu Ying doesn’t respond. Her friend gets up and tells Ms. Wright that Yu Ying is really scared and doesn’t feel well.

Ms. Wright: “Yu Ying, would you like to try right now, or maybe at lunchtime with me and a few of your friends?”

Yu Ying nods, and Ms. Wright asks her to take a seat and to come back and speak with her later at the end of the lesson.

Meanwhile, a different student in the class becomes disgruntled when it seems that Yu Ying does not need to give her speech to the class.

Disgruntled student: “Miss! Why doesn’t she have to do hers!”

Ms. Wright: “She will, just at lunchtime with some friends.”

Disgruntled student: “Can I do that too, Miss?”

Ms. Wright: “Well, let’s see how you go first. I think you’ll do a great job. Just remember, it’s not easy for new students to speak in front of the whole class... Do you remember what it was like when you first came to New Zealand?”

Disgruntled student: “Oh... True.”

Ms. Wright: “Okay everyone – just remember, I want everyone to have a go at presenting to the class, but we need to be supportive of each other too. I want you to focus on showing what you can do after all your hard work on this term’s unit.”

Yu Ying comes back and gives her presentation to a select few friends and Ms. Wright. She does a great job, and Ms. Wright encourages her to present to the class tomorrow. Yu Ying hesitates but eventually agrees. That evening, she practises hard at home. The following day Yu Ying successfully delivers her presentation to all her classmates.

Using a unifying topic as the foundation to assess Level 3 English for Academic Purposes (EAP) standards

Planning a realistic assessment programme

Unpacking an EAP unit standard (30507)

Sourcing texts and selecting a research question (30507)

Example Assessment Schedule (30507)

In this section, an experienced practitioner explores how to minimise workload for learners, by using a unifying topic as the foundation to assess four Level 3 EAP standards. EAP unit standard 30507 is unpacked in detail with guidance on selecting a manageable research question.

Guidance is also provided on how to source texts and make them more accessible to learners.



Who are the learners?

Tertiary context

The students are adult migrants, former refugees, and international students from various countries who are aiming for tertiary study in New Zealand. They are enrolled in a New Zealand Certificate in English Language (Academic) Level 3 full-time programme, five hours per day. Some will continue to NZCEL (Academic) Level 4, and some will transition to tertiary study below degree level. Others will enter specific foundation courses at the universities that they are planning to attend.

Learners' backgrounds vary. Some have already completed degrees overseas and have a reasonable grasp of academic requirements. Others have completed high school, including English as a foreign language, and have recently arrived in New Zealand with the specific purpose of undertaking NZCEL to enter mainstream tertiary courses. Others have been in New Zealand for a while and gradually made their way through several levels of NZCEL and have limited academic background.

Secondary context

The ESOL teacher is working with several Year 12 learners who need to improve their academic reading and writing skills, and also to meet NCEA co-requisite reading and writing standards. This can be achieved through the Level 3 English for Academic Purpose Unit Standards: 30507 and 30511, or the Common Assessment Activities (CAAs). Use of unit standards 30507 and 30511 for the co-requisite is restricted to students with current or recent ESOL funding and international fee-paying students. The students have migrant and former refugee backgrounds and are quite diverse in terms of interests and subject choice. While the ESOL teacher would like to work closely with subject teachers to try to utilise work done in other subjects, this would be time consuming due to the diverse range of learners and the very different schedules they have.

Planning a realistic assessment programme

Tertiary

The assessment load on the NZCEL programme is high. A priority for the teacher is to find ways to integrate unit standards to ensure learners do not have an unrealistic workload. Selecting a topic that suits the whole class is also complicated, because of their varied backgrounds. The teacher decides on the overriding topic of "AI in education" which they can link to several unit standards, as in the table below:

1. Reading	2. Listening	3. Speaking	4. Writing
30511 <i>Read and process information on a familiar topic in English for academic purposes</i>	30509 <i>Listen to and process information about a familiar topic in a short-spoken text in English for an academic purpose</i>	Internally developed speaking assessment to meet a Learning Outcome for discussing an academic topic	30507 <i>Write a short text under test conditions in English for an academic purpose</i>
The first assessment in the module is unit standard 30511, where learners read a text on AI and the development of writing skills. Prior to this, they have had time to become familiar with the overall topic through classroom activities.	The second assessment assesses listening using a spoken text on AI and academic integrity.	Third, learners undertake a recorded and assessed discussion on overall benefits and drawbacks of AI in education. Prior to this, they have undertaken the reading and listening tests and familiarised themselves with the resource documents for 30507.	The last assessment in the module is 30507 where learners write an essay on AI and language learning (see below).

Secondary

To meet the needs of the learners, the ESOL teacher decides to focus on a module on “AI in education”. This topic works well with both unit standards, 30507 and 30511. The teacher recently introduced learners to rules that support academic integrity and has also stimulated discussion about their own experience with social media.

1. Reading	2. Writing
30511 <i>Read and process information on a familiar topic in English for academic purposes</i>	30507 <i>Write a short text under test conditions in English for an academic purpose</i>
The first assessment in the module is unit standard 30511, where learners read a text on AI and the development of writing skills. Prior to the assessment, they have had time to become familiar with the overall topic through classroom activities and through reading through school policies relating to AI.	The last assessment in the module is 30507 where learners write an essay on AI and language learning (see below). Prior to the assessment. Learners have had time to familiarise themselves with the resource documents for 30507, reading them for homework and also discussing them in groups in the classroom.



Unpacking an English for Academic Purposes unit standard (30507)

This section shows how to unpack one of the standards used for this integrated unit of work, 30507 *Write a short text under test conditions in English for an academic purpose* [English for Academic Purpose Level 3 US 30507](#)

NZQA unit standard

30507 version 3
Page 1 of 3

Title	Write a short text under test conditions in English for an academic purpose		
Level	3	Credits	5

Purpose	People credited with this unit standard are able to write a short academic text under test conditions in English for an academic purpose.
----------------	---

Classification	Languages > English for Academic Purposes
-----------------------	---

Available grade	Achieved
------------------------	----------

The title of the assessment reflects the **Outcome** of the assessment, and both indicate what learners will need to be able to do to achieve the standard. This gives an overall idea of what the teacher needs to assess: in short, they need to be assured that their learners can write a short text under test conditions in English for an academic purpose. The level specifies that this is a Level 3 Unit Standard, and the grade information states that there is only one available grade for this assessment: Achieved.

In the **Outcomes and performance criteria** section, there is further information on what the learner needs to achieve to pass this unit standard.

Outcomes and performance criteria

Outcome 1

Write a short text under test conditions in English for an academic purpose.

Performance criteria

1.1 The research question is addressed appropriately.

The **Performance criteria** specify how the learner meets the outcome, and the dimensions the assessor needs to be aware of when assessing the learner.

- 1.2 Ideas are developed and include material from the resource document(s) to address the research question.
 - 1.3 Writing is structured using paragraphing, and some use of cohesive devices to show overall progression.
 - 1.4 A formal writing style appropriate to the academic context is generally used.
 - 1.5 Source material is integrated and acknowledged within the text.
- Range may include but is not limited to – direct quotation, citation and paraphrasing.

In this case, there are five performance criteria, and each of these must be met. While the performance criteria set out clearly what is required, they are sparsely worded and therefore give limited information. For example, it may not be clear from **PC 1.4** what the expectations for 'a formal writing style' are.

By referring to the **Guidance Information (GI)** in the standard, and particularly to the Definitions (see below), this becomes clearer.

In this case, the definitions clarify what is expected of a formal writing style and clarify other aspects of the outcome (e.g. what is meant by 'test conditions') and the performance criteria. Other parts of the Guidance Information are also crucial for knowing how to administer the assessment.

12 Definitions

Appropriately refers to writing that addresses the research question in a manner suitable for the intended audience and academic purpose.

Cohesive devices refer to how ideas are linked between and within paragraphs using conjunctions, connectives, and pronoun reference.

Formal writing style refers to lexical and grammatical features, and range of sentence structures common in academic writing. It does not usually contain slang, colloquialisms, or contractions.

Ideas are developed refers to the skills of clarifying and expanding upon ideas.

Inaccuracies refer to lapses in control of text structure, language features, vocabulary, spelling, and punctuation.

Test conditions refer to a point in time assessment with a specific duration under supervised examination conditions.

Guidance Information

- 1 This unit standard is one of a suite of five English for Academic Purposes Level 3 standards. These standards are designed to assess a learner's readiness to pathway to English for Academic Purposes Level 4 standards. They contribute to the New Zealand Certificate in English Language (Academic) (Level 3) [Ref: 4998].
- 2 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 The requirements of this standard are consistent with the [NZCEL Supporting Document](#). This document includes guidelines relating to the level as informed by the Common European Framework of Reference (CEFR) and promotes consistent assessment practice.
- 4 It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards. Assessment may occur in conjunction with study and assessment in other learning areas.
- 5 Competence for this unit standard must be assessed under test conditions in one sitting:
 - i learners must complete one piece of writing of at least 300 words;
 - ii writing, planning and proof-reading must be done in three hours maximum;
 - iii writing may contain errors and inaccuracies which do not significantly impede meaning;
 - iv learners cannot resubmit this piece of writing.

GI 1–4 (see above) provide information to help teachers/assessors understand what level of language is expected of learners undertaking this standard. By referring to the Supporting Document and the descriptors for the New Zealand Certificate in English Language (Academic) Level 3, teachers can map the level to various frameworks (see Supporting Document Section 2, page 11) and, for secondary contexts, to the English Language Learning Progressions [ELLP](#).

GI 5 provides important information about how the assessment is to be undertaken, including minimum word count (300 words), time limit (3 hours), expectations on accuracy and the fact that learners cannot be offered a resubmission, but instead need a new assessment opportunity (for more information on resubmissions and further assessment opportunities see [Myth 4 Resubmissions – NZQA](#)).

- 6 Writing must be in response to a research question, based on resource document(s) and may include but is not limited to comparing, contrasting, problem solving, discussing, explaining cause and effect and presenting an argument. The question must not be given to learners prior to assessment. It must refer to resource document(s) given out previously, which learners have been given the opportunity to become familiar with prior to assessment. An unannotated copy of the resource document(s) can be consulted during the assessment.
- 7 Learners may use a bilingual and/or an English dictionary. It is recommended that electronic devices are not used for summative assessment purposes, except for word processing.
- 8 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- 9 Resource documents for the writing task:
 - i a level of complexity appropriate to the academic context – for example, course text, introductory academic text, non-fiction book, appropriate oral source;
 - ii should use vocabulary which is based on texts of an academic nature;
 - iii may be abridged and/or adapted versions designed for this level.
- 10 Assessment support material for *English for Academic Purposes* unit standards can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-for-academic-purposes/>.
- 11 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.

GI 6, 8 and 9 provide essential information on how to set up the assessment, and what to take into consideration if producing assessment materials. Together, they make it clear that learners need to be given a set of resource texts that are appropriate to an academic context. These texts should have some academic vocabulary but may be adapted to the level. As this is not a reading test, teachers are also able to assist learners' work through the texts and understand them.

On the day of the test, learners can have access only to unannotated copies of the texts **GI 6**.

They will be given the research question when the test starts and will then write an essay that addresses this question, using the resource texts to support their argument.

As stated in **GI 7**, they are allowed to use a dictionary.

GI 8 reminds assessors that learners need to demonstrate independent competence, that is, complete the task without support.

Based on the information from the Outcome statement/title, the Performance Criteria and the Guidance Information, creating an assessment for this standard will involve sourcing suitable texts, selecting a research question, and developing a marking guide and/or assessment schedule that makes it clear what is expected.

Sourcing texts and selecting a research question (30507)

Sourcing suitable texts

In this example, with the topic of AI and language learning, the teacher sources two texts from *The Conversation*, an online magazine with academic articles written for the general public. They source a third text from *Inside Higher Ed*, which publishes educational research. The three texts chosen are:

Piller, I. (2023). 'Your United States was normal': has translation tech really made language learning redundant? *The Conversation*. <https://theconversation.com/your-united-states-was-normal-has-translation-tech-really-made-language-learning-redundant-217665>

Bjork, C. (2023). *Don't fret about students using ChatGPT to cheat – AI is a bigger threat to educational equality*. *The Conversation*. <https://theconversation.com/dont-fret-about-students-using-chatgpt-to-cheat-ai-is-a-bigger-threat-to-educational-equality-202842>

Coffey, L. (2024). *Lost in Translation? AI Adds Hope and Concern to Language Learning*. *Inside Higher Ed*. <https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/06/06/ai-adds-hope-and-concern-foreign-language>

To ensure that the texts are accessible to the learners, the teacher adapts them. Adaptations can include added glossaries, explanations to clarify terminology or the contexts, edits that make the language more accessible, or removal of sections that are not as relevant to the learners and the task (such as in-depth information about the US language situation in Coffey's article). Below is a sample from Bjork's text, and a suggestion of how this may be adapted.

Original text	Adapted text
But as with the myth of the “American dream”, the egalitarian narrative of New Zealand masks more pernicious inequities like structural racism and the housing crisis, both of which have an outsized – and decidedly unfair – influence on today’s students. These persistent inequities dwarf the threat of cheating with AI. Instead of excessive hand wringing about cheating, educators would benefit from preparing for AI’s other inequities, all of which are showcased in OpenAI’s latest large language model (LLM): GPT-4.	But as with the myth of the “American dream”, the idea of New Zealand as fair and equal hides more harmful inequities like structural racism and the housing crisis, both of which have a significant – and decidedly unfair – influence on today’s students. These persistent inequities are much greater than the threat of cheating with AI. Instead of worrying too much about cheating, educators would benefit from preparing for AI’s other inequities, all of which are showcased in OpenAI’s latest large language model (LLM): GPT-4.

As these texts are not designed for reading assessments, but as supports for a writing assessment, they can be discussed in class to ensure that learners have understood them. However, as learners can only bring unmarked copies into the test, any glossaries and annotations that may be needed to make the texts clearer should be added as part of the assessment writing process.

Selecting a research question

The research question must be written with the resource materials in mind, as the learner will need to draw on these when writing the essay. In this case, the following research question is chosen:

Since AI is now able to provide translations between languages as well as language tuition, some argue that there is no longer any need for formal language learning in traditional classrooms. Write an essay arguing against this idea, describing some of the problems with AI in relation to languages and language learning.

The question is given to learners at the start of the 3-hour exam.

Example Assessment Schedule (30507)

This is an example assessment schedule for this task.

30507 Write a short text under test conditions in English for an academic purpose AI and language learning Assessment schedule			
Performance criteria	Evidence	Judgement	Assessor notes
Range 300 words	The essay is at least 300 words.	An essay of at least 300 words has been written.	
1.1 The research question is addressed appropriately.	The research question is addressed in a thesis statement in the introduction, e.g. <i>This essay will argue that AI cannot replace traditional language learning.</i> The essay is structured in a way that is appropriate to the research question, e.g. a body paragraph providing background, and body paragraphs developing the argument. The essay ends with a conclusion that summarises the argument.	The research question is addressed through a thesis statement, through the structure of the essay and in the conclusion.	

30507 Write a short text under test conditions in English for an academic purpose
AI and language learning
Assessment schedule

Performance criteria	Evidence	Judgement	Assessor notes
1.2 Ideas are developed and include material from the resource document(s) to address the research question.	Each paragraph contains a topic sentence with an idea that is relevant to the research question and topic. The main idea in the paragraph is expanded on through adding, for example, information, examples or clarifications. Ideas from the resource documents are included.	Writing develops ideas and uses material from resource documents.	
1.3 Writing is structured using paragraphing, and some use of cohesive devices to show overall progression.	Writing follows an essay structure with an introduction followed by paragraphs that develop ideas logically and ends with a conclusion. Some cohesive devices (e.g. conjunctions, connectives, and pronoun reference) are used to link ideas within paragraphs, e.g. <i>There are several reasons why we still need human translators. Firstly, they are able to understand the cultural aspects of language and colloquial expressions...</i> Some cohesive devices (e.g. conjunctions, connectives, and pronoun reference) are used to link ideas between paragraphs.	Writing has an overall structure with appropriate paragraphing and there is some use of cohesive devices to aid the cohesion and progression of the writing.	

30507 Write a short text under test conditions in English for an academic purpose
AI and language learning
Assessment schedule

Performance criteria	Evidence	Judgement	Assessor notes
1.4 A formal writing style appropriate to the academic context is generally used.	Writing uses formal vocabulary and avoids colloquialisms and slang. Writing uses formal conventions, avoiding informal features, e.g. <i>contractions, sentence fragments</i>. Writing uses a variety of sentence structures, e.g. <i>simple, compound and complex sentences</i>.	Writing has formal language, including formal vocabulary and structures.	
1.5 Source material is integrated and acknowledged within the text. Range may include but is not limited to – direct quotation, citation and paraphrasing.	Source material is used appropriately in the text. Ideas from the text should be either: - paraphrased in the learner's own words - direct quotations, with quotation marks. Sources for paraphrased and quoted text are acknowledged in the text, through in-text citation, e.g. <i>According to Piller (2023), AI translations...</i> or <i>AI has been developed using primarily the English language (Bjork, 2023)</i>	Source material is integrated into the text appropriately through direct quotation and/or paraphrasing and acknowledged within the text through citation.	

Planning assessment using English for Academic Purposes (EAP) Level 4 standards

Supporting learners to develop their own research question/academic purpose (22750)

Unpacking an English for Academic Purposes unit standard (22751)
Creating the assessment

In this section, experienced practitioners show how to plan an assessment using Level 4 EAP unit standards. One EAP unit standard 22751 is unpacked in detail. Guidance is also provided on how to create an assessment.

Unit standards:

[English for Academic Purposes – NZQA](#)

NZQA assessment support materials:

[English for Academic Purposes assessment support material – NZQA](#)



Who are the learners?

Tertiary Context

In the tertiary sector, learners are usually enrolled in a full-time New Zealand Certificate in English (Academic) (Level 4) programme, with around 20 hours a week of class time for between 16 and 18 weeks. They are assessed using Level 4 EAP unit standards as part of the mandatory requirements for the award of the NZCEL qualification, in order to gain entry to further study. The learners can range from 17 to 70 years old and come from very diverse backgrounds.

An integrated programme

This example uses several unit standards to assess learning connected to a unifying theme – the ageing population.

1. Reading	2. Writing	3. Speaking	4. Listening
22751 <i>Read and process information in English for academic purposes</i> 31009 <i>Read and evaluate a range of extended English language written texts independently for an academic research question</i>	22750 <i>Write a crafted text using researched material in English for an academic purpose</i> 22749 <i>Write a text under test conditions in English for an academic purpose</i>	22891 <i>Deliver an oral presentation in English for an academic purpose</i>	22892 <i>Listen to and process information from a spoken text in English for an academic purpose</i>
There are two different reading assessments. There is one EAP reading assessment (22751). In this assessment learners are given a previously unseen text on a topic related to what they have been studying and must complete tasks under test conditions. The English Language (EL) reading assessment (31009) requires learners to read a range of academic texts. This makes it a good assessment to integrate for the research component for the writing assessment (22750).	There are two different writing assessments. The first writing assessment (22750) requires learners to answer a research question by producing a research report based on the texts that they read in reading 31009. This writing also builds on the oral presentation done as a speaking assessment. The second writing assessment requires learners to write an essay under test conditions in response to a research question on the topic of ageing population.	The oral presentation assessment requires the learners to deliver a presentation on the issues of either a growing youth population or an older population in different parts of the world.	The listening assessment assesses listening using a spoken text about an ageing population.

All teaching and learning is focused on developing skills and content knowledge on this ageing population theme, providing opportunities for rich inter-cultural and intergenerational discussions, inviting guest speakers/lecturers, and making community links.

Learners are supported to develop an academic research question (purpose) either on a growing youth population or an older population linked to EAP unit standard 22891 and 22750. The reading and research done for these assessments, can be logged and assessed against unit standard 31009.

The teacher can either offer a range of prepared research questions or support learners to develop their own. Additionally, a mix of these two approaches is possible with the teacher supplying question frames for learners to personalise. Here are two examples:

What are the similarities and differences between the challenges for youth in _____ (name of country), and the challenges for youth in _____ (name of country)?

What are the effects of an ageing population on _____ (name of sector e.g. health, education, transport) in _____ (name of country)?

While personalising, the question frame reduces the time for the learner to develop an academic purpose. Learners can watch each other's presentations, which provides additional teaching and learning opportunities.

This theme provides rich language and literacy opportunities using EAP unit standards 22891, which can then lead to learners using the same research question/academic purpose for EAP unit standard 22750 ***Write a crafted text using researched material in English for an academic purpose*** and providing opportunities to recycle and reuse vocabulary and language structures. It focuses on the 'how' of writing a crafted text, provides an efficient transition to the next assessment and minimises additional teaching of content.

Finally, EAP unit standard 22749 ***Write a text under test conditions in English for an academic purpose*** puts pressure on the learner to produce writing within a specific time frame. Leaving this assessment until last allows for the time needed to develop productive knowledge of content, language and literacy. Here is a suggested academic purpose for learners to write about under test conditions:

Some countries use rest homes for their ageing populations, while in other countries, their aging parents live until they die with one or all of their children. Discuss the for and against for the ageing population living the remainder of their life in rest homes.

Who are the learners?

Secondary Context

Level 4 English for Academic Purposes secondary school learners also come from diverse backgrounds. They may also include learners who speak English as their first language. They will most likely have four to five hours in an English for Academic Purposes class while approximately twenty hours of learning will occur in *The New Zealand Curriculum* learning areas. They will usually be taking the Level 4 EAP unit standards to provide credits towards their NCEA Level 3 qualification, and to meet the [University Entrance literacy requirements](#). The full suite of English for Academic Purposes standards provides a comprehensive academic literacy course to support and connect with secondary subjects and/or tertiary studies. Learners can range from 16 to 20 years old.

An Integrated Programme

The table below presents an integrated assessment approach that prepares learners for the demands of study at undergraduate level. It uses a unifying theme of 'From Plate to Policy: Food and Public Health'.

Learners build up knowledge, academic language, and critical thinking skills across all four modes – listening, speaking, reading, and writing, so that they can fully demonstrate their academic language skills. Teaching and learning sequences may be delivered as 'modules'. An example of this is shown in the table below.

From Plate to Policy: Food and Public Health			
Module 1: What's Really On Our Plates?	Module 2: The Obesity Epidemic	Module 3: The Government and Food	Module 4: A Case Study
<i>Learners build vocabulary knowledge and critical awareness around food, nutrition, and consumption in preparation for understanding Module 2: The Obesity Epidemic.</i>	<i>Based on learning from Module 1, learners make connections between consumption patterns and obesity. Learners explore the causes and effects of obesity, making links to national and global trends, and the wider world.</i>	<i>Learners consider government responses to the obesity epidemic, such as fat or sugar taxes or healthy food subsidies. Different perspectives about the extent of the government's role and responsibilities are explored, analysed, and evaluated.</i>	<i>Learners continue to consider the role and responsibility of the government. Research questions are modelled and used to analyse and evaluate a case study of a government policy or intervention related to food, such as school lunch programmes or healthy eating campaigns.</i>

These four modules explore rich and interconnected themes and content about a variety of issues and perspectives that work across the four modes. The length of these teaching and learning sequences and the timing of assessment should be carefully considered to ensure learner readiness.

The content and language skills taught through the unit can be used to develop assessment tasks that meet the requirements of Level 4 EAP standards.

A possible selection of Level 4 EAP standards in relation to 'From Plate to Policy: Food and Public Health' unit is outlined below:

1. Listening	2. Reading	3. Writing		4. Speaking
22892 Listen to and process information from a spoken text in English for an academic purpose	22751 Read and process information in English for academic purposes	22750 Write a crafted text using researched material in English for an academic purpose	22749 Write a text under test conditions in English for an academic purpose AND/OR	22891 Deliver an oral presentation in English for an academic purpose
This standard assesses listening using a spoken text related to the obesity epidemic. It is sat after students have shown adequate understanding of Modules 1 and 2.	For this standard, the assessment task gives learners a previously unseen text that discusses perspectives on government responsibilities as relevant to Module 3. They must answer questions about the text under test conditions.	For 22750, learners develop an individual research question (the academic purpose) about a public health issue. They will apply their knowledge from the unit, as well as the research skills modelled to them in Module 4.	For 22749, learners write an essay under test conditions in response to a research question on the topic of food and public health. Their essay must refer to resource document(s) that learners have previously studied in class and are familiar with from Modules 1–4.	Finally, learners deliver an oral presentation on a public health issue. They may use the research they completed as part of 22750 by modifying their essay into a presentation, or they may also explore a relevant issue previously studied during the unit.

Standard selection and the total number of standards offered must reflect learners' needs, readiness, and learning context. For example, if found to be more suitable, standards from the Level 3 EL suite can be used in conjunction with any Level 4 EAP standards to assess learners.

At secondary, learners are usually offered at least one reading and one writing standard from Level 4 EAP standards 22749, 22750, and 22751 because they contribute to University Entrance literacy requirements.

Of additional consideration when planning an integrated programme is that EAP Unit Standard 22750 meets University Entrance literacy requirements for both reading and writing. However, it cannot be used for both.

Level 4 EAP standards 22749, 22750, and 22751 also contribute to meeting the University of Auckland's Academic English Language Requirement (AELR), which is a requirement for entry into all University of Auckland Bachelor's degree programmes.

Information about the AELR can be found [here](#).

Information about literacy requirements for university and standards that can contribute to this can be found [here](#).

Supporting learners to develop their own research question/academic purpose (22750)

For Unit Standard 22750, learners must write a crafted text using researched material in English for an academic purpose. To do this, they craft an academic essay, paper, or report in response to a research question that is agreed upon by the teacher and the student.

In accordance with **GI 9**, below are further examples of research question frames (and variations) with example research questions, that can be given to learners to work with the subject area they are interested in.

Carefully guide and support each learner to craft their research question to keep them motivated. Leaving them to just ‘come up with’ a question will frustrate them, draw out the process, and eventually demotivate them.

1. Cause and effect <i>Why did this action / event happen? What are the causes of this action / event?</i> Example research questions: a. How does exercise affect the rate of carbon dioxide production? b. What were the causes of the Mau movement?	2. Comparison <i>How are two things / events similar or different?</i> Example research questions: a. What are the similarities between te reo Māori and Gagana Sāmoa? b. What are the key differences between Apple and Microsoft?	3. Function or Purpose <i>What is the function or purpose of something?</i> Example research questions: a. How do hormones work in the human body? b. What is the function and purpose of restorative justice?
4. Evaluative / Problem Solving <i>How good is X? How effective is Y? What is the best way to...?</i> Example research questions: a. Is Ryman Healthcare a good investment? b. How effective is eco-tourism?	5. Processes / Stages <i>How does something happen? What processes make something happen? What are the stages that something goes through?</i> Example research questions: a. What are the processes and stages to building a successful restaurant? b. How has Sāmoan music evolved?	6. Properties / Characteristics <i>What are the characteristics of something?</i> Example research questions: a. What are the physical properties needed to be considered when making a piece of furniture? b. What are the characteristics of a successful tourism business in New Zealand?

Encourage learners to develop two to three possible research questions with teacher feedback -feedforward support. This process takes time; hence, the process needs to begin early.

The work towards 22750 can also be used for the academic oral presentation standard, 22891.

In the secondary context, it is important that learners are given the opportunity to connect with subject material from across the curriculum that allows them to best demonstrate the requirements of the standard, even if an integrated unit of work has been used (such as the one in the previous subsection).

For example, a Year 13 learner in an NCEA Level 3 Economics class may be able to transfer the learning, assessments, and resources acquired in Economics to their research question for 22750. Any work or resources used and submitted towards 22750 must adhere to the requirements of the standard. This means that the transfer of any work or resources from the NCEA Level 3 Economics class (such as classwork, set tasks, and formative or summative assessment) must be in accordance with the **Guidance Information (GI)** of US 22750. Existing assessment from NCEA Level 3 Economics will not meet the requirements of 22750. It then follows that the learner’s writing must be developed so that it is able to meet the Outcomes and Performance Criteria of US 22750.

As per **GI 9** of US 22750, the assessor must be satisfied that the learner can independently demonstrate competency against the unit standard. Assessor guidance to the learner on their writing must not compromise authenticity (**GI 7**).

- Here are possible Economics research questions:
- How does international trade benefit New Zealand as a country?
 - What causes inflation, and how does it affect the economy globally?
 - How can economic policies improve the health and well-being of citizens in New Zealand?

The last research question draws on both the student’s curriculum knowledge from Economics and the theme from the integrated unit of work in the previous subsection.

Unpacking an English for Academic Purposes unit standard (22751)

The title of unit standard English for Academic Purposes 22751 is *Read and process information in English for academic purposes*.

The version is version 6 (see Figure 1).

It sits at Level 4 and is worth 6 credits. This equates to 60 notional learning hours and is especially significant in the tertiary context for NZCEL.

NZQA unit standard

22751 version 6
Page 1 of 3

Title	Read and process information in English for academic purposes		
Level	4	Credits	6
Purpose	People credited with this unit standard are able to read and process information in English for academic purposes. English for Academic Purposes unit standards are designed to assess a learner's readiness to study at undergraduate level.		
Classification	Languages > English for Academic Purposes		
Available grade	Achieved		
Guidance Information			

Figure 1: unit standard details

This is the latest version of the unit standard and can be used from 27 June 2024 (see Figure 2). Schools are encouraged to assess against current versions from this last date, although there is some leeway for transition.

Planned review date		31 December 2029	
Status information and last date for assessment for superseded versions			
Process	Version	Date	Last Date for Assessment
Registration	1	19 March 2010	31 December 2012
Review	2	19 July 2012	31 December 2019
Rollover and Revision	3	16 April 2015	31 December 2019
Review	4	18 May 2017	31 December 2026
Rollover	5	28 July 2022	31 December 2026
Review	6	27 June 2024	N/A

Figure 2: unit version control information

The **Guidance Information (GI)** for this unit standard provides key details about the standard. **GI 1** refers to the suite of five English for Academic Purposes (EAP) unit standards at Level 4. It also informs users that this standard contributes to the award of the New Zealand Certificate in English Language (NZCEL) (Academic) (Level 4) qualification. The five EAP unit standards are a mandatory requirement for this qualification. EAP unit standards 22749 and 22751 are also used in the secondary sector to provide evidence towards meeting University Entrance (UE).

GI 2 specifies the level at which this unit standard sits. The level for all unit standards is informed by the Common European Framework (CEFR). For the secondary sector, further details of alignment of different levels of unit standards with the English Language Learning Progressions are provided in [NZCEL Supporting Document Section 2](#). For the tertiary sector, further details of alignment of different levels of unit standards with the CEFR and other frameworks are provided under information for *Alignments with Language Frameworks* (tertiary) in the NZCEL Supporting Document Consultation section.

Guidance Information

- 1 This unit standard is one of a suite of five English for Academic Purposes Level 4 standards. It contributes to the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883].
- 2 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 The requirements of this standard are consistent with the [NZCEL Supporting Document](#). This document includes guidelines relating to the level as informed by the Common European Framework of Reference (CEFR) and promotes consistent assessment practice.
- 4 It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 4 English for Academic Purposes unit standards. Assessment may occur in conjunction with study and assessment in other learning areas.
- 5 Text(s) must be unseen by the learner prior to the assessment but must be on a topic familiar to learners.

Figure 3: unit standard guidance information (part 1)

GI 3 directs users to resources and support to assist teachers and assessors, including example assessment tasks and information for assessors (example marking schedules).

GI 4 emphasises the integrated approach that can be used with English for Academic Purposes and English Language unit standards. It also notes that “... *Assessment may occur in conjunction with study and assessment in other learning areas*”, which for the secondary sector means that this unit standard could be assessed in the context of a subject area other than English language, provided the text(s) meets the guidelines and assessment conditions detailed in this unit standard.

GI 5 clarifies the requirement for any text(s) used in this assessment to be unseen by learners prior to the assessment. This differs from requirements for writing and speaking EAP unit standards but is similar to the requirements for listening EAP unit standards.

- 6 Texts used in this unit standard:
 - i must be at least 1500 words in total from one or two related sources that may typically be encountered in the first year of tertiary studies which deal with broad theoretical knowledge in a field of study;
 - ii must be assessed on one occasion;
 - iii must be academic in nature;
 - iv may be from print and online sources that may include extracts from course information, introductory academic texts, non-fiction publications, academic articles or reports;
 - v may include – graphics, illustrations, subheadings.

Figure 4: unit standard guidance information (part 2)

GI 6 provides specific guidance for the input texts to be used in the unit standard. This information includes guidance around areas such as text length, the appropriacy of texts for the academic purpose and level, the appropriate text type, and information assessment conditions, e.g., that assessment should take place on one occasion rather than being spread across multiple occasions..

- 7 The learner's purpose should be determined by the assessor and clearly communicated prior to the assessment.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 A range of assessment items must be used for assessment against this unit standard, and may include – short answer questions, multiple-choice, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- 10 Learner responses may be in any form, which may include – tabular, graphic, written, oral. The quality of the language in the response is not assessed for this unit standard.
- 11 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Figure 5: unit standard guidance information (part 3)

GI 7 to 11 provide guidance on areas such as use of dictionaries, test conditions, and some guidance for assessment writers as to appropriate item types that can be used in the assessment. Assessment writers should consider how well different item types address the different performance criteria when designing assessments. For example,

multiple choice questions might be suitable for performance criterion 1.1 for this unit standard, but would not be appropriate for performance criterion 1.2, where information has to be applied. For performance criterion 1.2, an item type such as open-ended questions would be far more appropriate.

- 12 Assessment support material for *English for Academic Purposes* unit standards can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-for-academic-purposes/>.
- 13 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 14 Definitions

Learner's purpose refers to answering questions which may include but not limited to comparing, contrasting, discussing, problem solving, explaining cause and effect and presenting an argument.

Simple information transfer is the straightforward sharing of facts or data without in-depth analysis or interpretation.

Writer's purpose refers to the specific reason or intention behind creating a piece of written content. It involves the goals, objectives, or motivations that drive an author to convey information, ideas, emotions, or opinions through their writing.

Figure 6: unit standard guidance information (part 4)

GI 12 and 13 provide links to additional support material, including a sample assessment for this unit standard. It also includes a link to the guidelines around moderation of this standard.

GI 14 provides a list of definitions for terms used within this standard, including terms used in both the **Guidance Information** and in the **Outcomes and Performance criteria**.

The final section of the unit standard provides information about the outcomes and performance criteria for the standard. **The Outcome** (or learning outcome) is the same as the title of the unit standard i.e. *Read and process information in English for academic purposes*. The unit standard gives information about the **Performance criteria** which must be achieved to meet this standard.

For unit standard 22751, there are two performance criteria, both of which must be met to achieve the standard. However, other unit standards may have as many as nine different performance criteria, **all** of which must be met to achieve the standard.

Performance criteria

- 1.1 The meaning of the main ideas and the supporting details are identified to demonstrate understanding and explain the writer's purpose.
- 1.2 Relevant information is extracted from the text and applied in a form appropriate to the learner's purpose and in a manner beyond simple information transfer.

Range may include – visuals, oral, written.

Figure 7: unit standard outcome and performance criteria

Performance criterion 1.2 also includes details as to the range of responses that would be acceptable to demonstrate having met the standard. Note the Range statement lists some of the ways by which learners may be able to demonstrate having met the standard, but other appropriate response types may also be used.



Creating the assessment

Choosing or creating a text

Using the information in **GI 5** and bearing in mind the overall theme, a text is selected on the topic of ageing populations in developing countries. The following is an excerpt from the introduction:

The problem of the ageing population in developed countries

Low birth rates are a feature of many developed countries as more and more people choose to limit their families. In many of these countries, birth rates have been declining for a number of years, leading to significant imbalances in numbers between those who earn an income and pay taxes, and those who have left the workforce after reaching retirement age. The imbalance also impacts on the availability of care for elderly, particularly in cultures where aged care is institutionalised. As the imbalance is likely to continue increasing, it is crucial to explore ways of mitigating it; however, there is little agreement about the best solution.

The text explains how the imbalance started, explains how choices made by young adults today will increase the imbalance, and then offers some different strategies that have been used, or promoted, to address the imbalance, including raising the retirement age, promoting childbirth, and encouraging immigration.

Creating the tasks

PC 1.1 (see above) can be assessed in various ways, as long as the learner is given the opportunity to identify the **meaning** of main ideas and supporting details in a way that demonstrates understanding, and to explain the writer's purpose. According to GI 9, there must also be range of task types – it cannot be only tabulation, only short-answer questions, or only multiple choice, for example.

Let's look at paragraph 5 from the text:

Increased immigration is a solution that, if given the right conditions, can address the imbalance not only through growing the workforce, but also through addressing gaps in a particular field. Migrants who enter the country and are able to rapidly engage in the workforce will contribute to the national income and, in that way, support the financing of aged care and pensions. Further, the facilitation of skilled migration of doctors and nurses also serves to address the challenges of a health sector that needs to grow in order to cater to the needs of an ageing population. The extra staff is needed as individuals over 70 visit medical centres almost five times as often as younger people, with the frequency increasing with age. In addition, migrants often engage in care work, taking on important practical roles to care for the elderly. However, countries who address shortages in the workforce through immigration also need to ensure that they provide suitable conditions for migrants and their families, or the workforce may become transient with individuals moving to other countries with better conditions. Conditions that promote long-term settlement of a valued migrant workforce include high quality education for their children, possibilities of sponsoring their own parents, and receiving the same rights as other residents in terms of welfare and benefits.

To assess whether the learner understands the meaning of main ideas and supporting details in this paragraph, it is possible to do a tabulation task in combination with other paragraphs, where the learner selects paraphrased main ideas and supporting details. It is also possible to do a less structured task where learners write the main idea in their own words and explain the most important supporting details. However, for this example, a combination of multiple choice and short answer questions was chosen. Main ideas are assessed using multiple choice where learners must choose the best statement, as in the following example for paragraph 5 (adjacent):

Which statement most accurately describes the main idea of paragraph 5?

- a. Skilled migration is the best way of addressing the imbalance between a population that is getting older and a workforce that is getting smaller.
- b. Immigration will solve the problem of an ageing population because migrants bring their young families with them.
- c. Encouraging migrants to move to the country will increase the number of working people and also make it easier to find people for the jobs that need to be filled.
- d. Migrants are important because many of them work as carers for elderly people.

Supporting details are assessed using gap-fills, tabulation, and short-answer questions. Below are examples of short-answer questions for paragraph 5:

Why are more doctors needed? Use your own words and do not copy from the text.

How can countries ensure that migrant workers continue working there? Use your own words and do not copy from the text.

To assess the final aspect of PC 1.1, about the writer's purpose, questions like the following can be used:

What do you think was the writer's purpose in writing this text? Your answer should be one sentence.

Explain why you think this is the writer's purpose. Use specific examples from the text.

PC 1.2 must provide the learner with the opportunity to **apply** information, and this should be done in relation to the '**learner's purpose**', defined in **GI 14** as:

Learner's purpose refers to answering questions which may include but not be limited to comparing, contrasting, discussing, problem solving, explaining cause and effect and presenting an argument.

In this example the purpose is as follows:

Learner's purpose

Your purpose for reading this article is to answer the following research question:

In many developed countries, the proportion of individuals over the age of 65 is increasing which means that there are not enough working-age people to provide for and look after the elderly. Discuss what the best solution would be.

There are several ways for learners to apply information, for example:

- Creating a table with the problem, the solutions, and an evaluation of the solutions.
- A short essay.
- A mind map or essay plan.
- A set of slides.
- In an interview, discussion, or speech.

Below is one example:

In this part, you will produce an essay outline to show that you can apply the information from the text. Complete the table below by listing possible solutions. Then, write a conclusion stating which solution you think is best. Alternatively, a learner could discuss with a teacher their solutions and then based on their discussion put forward their best solution and why they have selected their solution.

List possible solutions:

Write a conclusion stating which solution is the best one:

Definitions

English Language unit standards definitions for specific skills at each level

Selected terms, and their respective definitions, related to unit standards at each level

English for Academic Purposes (EAP) unit Standards definitions for specific skills at each level

All definitions related to EAP unit standards Level 3 and 4 are included. Some definitions are common across both levels.

The definitions in the Guidance Information for each English Language and English for Academic Purposes unit standard provide brief and clear explanations of key terms to support interpretation of standard requirements and assessment materials design. This section has been included to provide assessors with a ready reference point, akin to a glossary, of definitions for each of the four skills at each level.



English Language unit standards definitions for specific skills at each level

Selected terms, and their respective definitions related to unit standards at each level.

Some definitions are common across multiple levels, and these are presented first at the top of each skill in black. There is some variation in wording and in the examples provided which are appropriate for the skills assessed at each level. Definitions specific to each skill for each level are colour-coded – green for speaking, purple for writing, blue for listening, and orange for reading.

Speaking

Definitions applicable to all Foundation Level 1–3 speaking unit standards:

Errors refer to the systematic use of incorrect language features.

Inconsistencies refer to variable control in language features, where the learner can self-correct, if necessary.

Transactions refer to asking for and responding to requests and/or enquiries for assistance or services, such as making an appointment (request), asking for travel information (enquiry).

LEVEL 1 (Foundation)

Basic everyday spoken interactions refer to simple spoken discourse with familiar people on familiar and personal topics on areas of most immediate need, including transactions, conversations, interviews; conversations include asking and responding to simple questions on familiar and personal topics.

Learnt language patterns refer to learnt words and phrases relating to everyday topics.

LEVEL 1

Everyday familiar topics refer to topics that are well-known and relevant to the daily life of the learner, such as school, work, interests, shopping.

Simple everyday spoken interactions refer to short spoken discourse such as conversations and transactions of personal relevance.

LEVEL 2

Connected discourse refers to the use of conjunctions and pronoun reference to link ideas.

Familiar topic refers to a topic that is well-known and relevant to the learner.

Spontaneity refers to responses that are natural and unrehearsed. It may include the learner adjusting learnt language patterns to suit the questions.

Straightforward spoken interaction refers to a transaction or conversation requiring a simple and direct exchange in a familiar situation.

LEVEL 3

Developed refers to information and ideas which are expanded on or clarified by adding detail with explanations, examples and/or evidence.

Fluency refers to a smooth flow of language with few natural pauses.

Moderately complex refers to a level of discourse beyond basic conversation, involving varied vocabulary.

Negotiation may include interaction that involves reaching an agreement, e.g. consulting with co-workers, employers, education providers.

LEVEL 4

Inconsistencies refer to variable control in language features, where the learner can self-correct, if necessary.

Sustained discussions refer to discussions that are maintained for an extended time using turn-taking strategies.

Sustained spoken interactions refer to transactions and conversations maintained for an extended time with appropriate turn-taking strategies.

Writing

Definitions applicable to all Foundation Level 1 – Level 3 writing unit standards:

Errors refer to the systematic use of incorrect language features.

Inaccuracies refer to lapses in control of text structure, language features, vocabulary, spelling, and punctuation.

Definitions applicable to all Level 1–Level 3 writing unit standards

Description refers to a description of place, person, or thing. It begins with a general statement of the topic, followed by detail.

Recount refers to the retelling of past events. It contains an orientation, order of events, and re-orientation.

Definitions applicable to all Level 1–Level 4 writing unit standards

Formal letter refers to letters written in formal language and a format for a transactional purpose. Examples of formal letters are letters of complaint, applications, letters to the editor.

Information text refers to writing that classifies or defines the topic and contains relevant and supporting detail, in a logical order that is stated in the third person, without personal opinion or comment.

Persuasive text refers to the use of words to convince the reader of a view regarding an issue. It contains a statement of viewpoint, supporting evidence, and restatement of viewpoint.

LEVEL 1 (Foundation)

Basic text refers to writing that includes a number of single ideas expressed in words, phrases and/or short, simple sentences.

Personal need refers to immediate needs relevant to self and family, including, but not limited to, food, home, friendship, schooling, health.

Personal topics refer to topics which are very well-known and of high relevance and importance to the learner, such as home, family, hobbies.

Phrases refer to word phrases and number phrases, such as dates.

LEVEL 1

Everyday topics refer to topics which are well-known and relevant to the learner.

Simple cohesive devices refer to conjunctions (such as 'and', 'but', 'because') and pronoun reference.

Simple form refers to an easy-to-understand written text that is not complicated with spaces, in which answers to questions can be written, that may include simple and compound sentences, single words and phrases.

Simple sentences refer to sentences that contain a subject and a verb, which may also have an object and modifiers, and which contain only one independent clause.

Simple text refers to a written text that includes a number of ideas presented in simple and compound sentences and may include single words and phrases.

Simple verb forms refer to the use of present and past simple verbs as appropriate to the text type.

LEVEL 2

Familiar topic refers to a topic that is well-known and relevant to the learner.

Response for a specific purpose involves expressing a viewpoint on a written or visual text, an experience, a process, an event, or new information.

Simple connected text explicitly links facts and/or ideas using cohesive devices, such as conjunctions, connectives, and pronoun reference.

LEVEL 3

Applied context refers to an employment context or an academic context.

Coherent refers to the presentation of ideas in a comprehensible manner and logical order.

Cohesive refers to how ideas are linked between and within paragraphs using cohesive devices. These include conjunctions, connectives, and pronoun reference.

Connected text refers to the use of conjunctions and other connectors

to explicitly link facts and ideas.

Discussion refers to a piece of writing that attempts to give two or more sides of a topic or issue. It contains an explanation of purpose, arguments for and against the topic, and a conclusion.

Explanation refers to statements of how or why the feature or process of a phenomenon changes. It contains a general statement, which describes the phenomenon, an explanation of change, and a conclusion.

Procedural text refers to a text which gives instructions using imperatives, a description of a process, or recommendations. **Examples of procedural texts** are instructions, reports, descriptions of processes, advice, and recommendations.

Report refers to a document containing information organised in a narrative, graphic or tabular form, and may refer to specific periods, events, occurrences, subjects.

Response for a specific purpose involves expressing viewpoints on a written or visual text, an experience, a process, an event, or new information. It may include responding to links between text and self (such as personal contexts), and prior knowledge of text and world, such as connections with knowledge, experience, and ideas.

LEVEL 4

Acknowledged refers to in-text citation, reference list, footnotes, or similar conventions of referencing, as appropriate to the audience.

Coherent refers to the presentation of ideas in a comprehensible manner and logical order.

Cohesive refers to how ideas are linked between and within paragraphs using cohesive devices. These include conjunctions, connectives, and pronoun reference.

Discursive text refers to a piece of writing that attempts to give two or more sides of a topic or issue. It contains an explanation of purpose, arguments for and against, and a conclusion.

Evaluation refers to the assessment of the topic against specific criteria and may include the evaluation of written text, audio-visual text, a product, website, event, community service, educational programme, or performance.

Explanatory text refers to statements of how or why the features or process of a phenomenon changes. It contains a general statement, which describes the phenomenon, an explanation of change, and a conclusion.

Inaccuracies refer to lapses in control of text structure, language features, vocabulary, spelling, and punctuation.

Moderately complex texts refer to texts which include inter-related facts and/or ideas which are communicated using complex sentence structures.

Listening

Definitions applicable to all Foundation Level 1 – Level 2 listening unit standards

Enquiries refer to asking for information.

Requests refer to asking for assistance or services.

Definitions applicable to all Level 2–Level 4 listening unit standards

Main ideas refer to the most important or central thought of a paragraph or larger section of text.

Specific information refers to discrete items, for example, dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).

LEVEL 1 (Foundation)

Basic English language spoken instructions refer to instructions that involve a number of single ideas expressed in words, phrases and/or short, simple sentences.

Basic spoken texts refer to very short, spoken texts which use familiar everyday expressions and very basic phrases. These texts are related to self and family and areas of most immediate personal relevance.

LEVEL 1

Simple English language spoken instructions refer to instructions that involve a number of ideas presented in simple and compound sentences and may include single words and phrases.

Simple everyday spoken interactions refer to short spoken discourse such as conversations and transactions of personal relevance.

Simple spoken texts refer to short spoken texts which use sentences and frequently used expressions related to areas of immediate relevance.

Single-step instructions refer to clear, concise directives focusing on one action at a time for simplicity and ease of understanding. Specific information refers to discrete items, for example, dates, times, places.

LEVEL 2

Familiar context refers to a context that is well known and relevant to the learner.

Familiar topic refers to a topic that is well-known and relevant to the learner.

Multi-step instructions refer to two or three sequential directives, each building upon the previous, to complete tasks.

Straightforward refers to instructions that are uncomplicated and easy to do or understand.

Straightforward interaction refers to a task requiring a simple and direct exchange in familiar situations e.g. seeking and giving information in personal, family, school, work, leisure or shopping contexts.

Straightforward spoken text refers to a spoken text that is uncomplicated in terms of its content and structure. It does not require learners to infer meaning.

LEVEL 3

Moderately complex spoken interaction refers to how speakers are taking turns in verbal interaction that involves extended responses, discussion or argument using moderately complex spoken structures.

Moderately complex spoken instructions refer to instructions with additional information. They are multi-step, requiring three or more related steps in the same instruction. (EL) 30986

Moderately complex spoken text refers to a text which includes inter-related facts and/or ideas which are communicated, using complex sentence structures.

Multi-step instructions refer to five related steps in the same sentence.

LEVEL 4

Complex spoken informational texts refer to texts which include inter-related facts and/or ideas, for example, presentations and broadcasts.

Complex spoken interactional texts refer to interactions that involve extended conversations between two or more participants, for example, interviews, discussions, meetings, negotiations, problematic transactions, complex instructional interactions.

Formal spoken texts refer to spoken texts encountered in a study environment relevant to the learner.

Reading

Definitions applicable to all Level 1 - Level 3 reading unit standards (excluding Foundation Level 1)

Description refers to a description of a place, person or thing, beginning with a general statement of the topic, followed by detail.

Information text refers to writing that classifies and/or presents information that is stated without any personal involvement.

Main idea refers to the most important or central thought of a paragraph or larger section of text.

Personal response refers to engagement with each text. This involves evidence that the learner has made connections between how they feel about what they read, how it may relate to their own life or things they know, and what they think about the ideas in the text. Engagement may involve expressing viewpoints or critiquing the writer's views.

Persuasive text refers to the use of words to convince the reader of his/her view regarding an issue. It contains a statement of viewpoint, supporting evidence and restatement of viewpoint.

Recount refers to the retelling of past events. It contains an orientation, a record of events in a clear chronological sequence, and reorientation, using past tense verb forms.

Specific information refers to discrete items e.g. dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).

Supporting details refer to additional information that explains, develops, or illustrates the speaker/writer's main idea e.g. reasons, causes, examples.

LEVEL 1 (Foundation)

Basic refers to very short, written texts which use familiar everyday expressions and very basic words and phrases. These texts are related to self and family and areas of most immediate personal relevance.

Basic English language written information refers to texts that include a number of single ideas expressed in words, phrases and/or short, simple sentences related to common everyday practical purposes.

Key information refers to the most important information in texts.

LEVEL 1

Everyday contexts are of immediate need and relevance to the learner e.g. self, family, home, daily routines.

Key information refers to the most important information in texts.

Simple English language written text refers to a text that includes a number of ideas presented in simple and compound sentences and may include single words and phrases.

LEVEL 2

Connections refer to the links between ideas signalled by grammatical cohesive devices e.g. causal, sequential, and exemplification.

Routine practical purpose refers to a purpose which is familiar to learners because they have had multiple experiences and/or exposures to the context and/or text type.

Straightforward written texts refer to texts which are uncomplicated in terms of their content and structure.

LEVEL 3

Extended written text is one that merits two to three weeks of focus and is aligned with the complexity and range statements of this unit standard.

Familiar topic refers to a topic that is well-known and relevant to the learner

Grammatical cohesive devices refer to the use of language to relate ideas and information and make links between different parts of a text. Examples of grammatical cohesive devices are reference, substitution, ellipsis, and text connectives.

Lexical cohesive devices refer to the use of word associations or semantic relationships between vocabulary items which enable readers to make links between items in a text and track how meaning is developed. Examples of lexical cohesive devices are the use of synonyms, antonyms, repetition of keywords, collocation, class/sub-class relationships, and whole/part relationships.

Make connections refers to identifying similarities and differences in the selection of information, ideas, viewpoints, and/or approaches of writers to the connecting theme.

Moderately complex written texts refer to texts which include

interrelated facts and/or ideas which are communicated, using complex sentence structures and some academic and/or specialised vocabulary.

LEVEL 4

Analysed refers to examining, breaking down, or thinking critically about information in order to draw conclusions.

Extended written text refers to text that merits more than two weeks of focus and is aligned with the complexity and range statements of this unit standard.

Evaluated refers to an evaluation of a text. It establishes context with background information, describes the text and concludes with an opinion or judgment.

Grammatical cohesive devices refer to the use of language to relate ideas and information and make links between different parts of a text. Examples of grammatical cohesive devices are reference, substitution, ellipsis, and text connectives.

Lexical cohesive devices refer to the use of word associations or semantic relationships between vocabulary items which enable readers to make links between items in a text and track how meaning is developed. Examples of lexical cohesive devices are the use of synonyms, antonyms, repetition of keywords, collocation, class/sub-class relationships, and whole/part relationships.

Moderately complex written texts refer to texts which include interrelated facts and/or ideas which are communicated, using complex sentence structures and some academic and/or specialised vocabulary.

Procedural text refers to a text which gives instructions or describes a process. Examples of procedural texts are instructions, directions, recipes.



English for Academic Purposes (EAP) Unit Standards definitions for specific skills at each level

All definitions related to EAP unit standards Level 3 and 4 are included. Definitions common across both levels are in black. Definitions specific to each skill for each level are colour-coded – green for speaking, purple for writing, blue for listening, and orange for reading.

Speaking (Presentations)

LEVELS 3–4

Clear for this standard refers to language that is free from confusion or ambiguity.

Non-verbal communication strategies refer to pauses, changes in pitch and volume, gestures for effect, eye contact.

Verbal communication strategies refer to greetings, formal address, questions, rhetorical questions, repetition, discourse markers, closing.

LEVEL 3

Relevant knowledge base means learners must have drawn upon a range of source materials at a level of complexity appropriate to the academic context.

LEVEL 4

Broad knowledge base means learners must have drawn upon a sufficient range of source materials at a level of complexity appropriate for learners preparing for university entrance.

Cohesive devices refer to how ideas are linked between and within sections using conjunctions, connectives, and pronoun reference.

Good control in an oral English presentation refers to the use of language structures, including grammar and vocabulary, to effectively convey ideas and engage the audience.

Writing

LEVELS 3–4

Appropriately refers to writing that addresses the research question in a manner suitable for the intended audience and academic purpose.

Cohesive devices refer to how ideas are linked between and within paragraphs using conjunctions, connectives, and pronoun reference. Crafted text refers to an academic writing task, such as – essay, paper, report.

Formal writing style refers to lexical and grammatical features, and range of sentence structures common in academic writing. It does not usually contain slang, colloquialisms, or contractions.

Surface features refer to grammatical accuracy, lexical forms, punctuation and spelling.

Test conditions refer to a point in time assessment with a specific duration under supervised examination conditions.

LEVEL 3

Inaccuracies refer to lapses in control of text structure, language features, vocabulary, spelling, and punctuation.

Ideas are developed refers to the skills of clarifying and expanding upon ideas.

Relevant knowledge base means learners must have drawn upon a range of source materials at a level of complexity appropriate to the academic context.

LEVEL 4

Broad knowledge base means learners must have drawn upon a sufficient range of source materials at a level of complexity appropriate

for learners preparing for university entrance.

Ideas are developed refers to the skills of clarifying and expanding upon ideas, drawing conclusions, e.g., incorporation of theoretical concepts, analytical interpretation, making informed judgments.

Well organised refers to logical paragraphing and cohesive devices, ensuring clear and coherent flow.

Listening

LEVELS 3–4

Learner's purpose refers to the specific goal a learner has while listening to a spoken academic text. This involves actively understanding the content, identifying main ideas, and applying the information beyond basic comprehension. The purpose may vary and can include activities like comparing, problem-solving, discussing, or forming arguments based on the text.

Simple information transfer is the straightforward sharing of facts or data without in-depth analysis or interpretation.

Specific information refers to discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).

Supporting details refer to additional information that explains, develops or illustrates the speaker/writer's main idea, for example reasons, causes, examples.

Reading

LEVELS 3–4

Learner's purpose refers to answering questions which may include but not limited to – comparing, contrasting, discussing, problem solving, explaining cause and effect and presenting an argument.

Simple information transfer refers to the straightforward sharing of facts or data without in-depth analysis or interpretation.

LEVEL 4

Writer's purpose refers to the specific reason or intention behind creating a piece of written content. It involves the goals, objectives, or motivations that drive an author to convey information, ideas, emotions, or opinions through their writing.