

NZQA Assessment Support Material

Unit standard		30994			
Title	Read and understand simple texts in everyday contexts (EL)				
Level	1	Credits	5	Version	1

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

CONDITIONS OF ASSESSMENT

This assessment will take place over a timeframe set by the assessor.



- All assessment activities must be conducted in English, which must not be the candidate's first language.
- Assessment must be conducted in a supportive environment. Candidates may request assistance to understand the requirements of the assessment tasks.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary but must not use electronic devices.
- Candidate's responses may be oral or written, as relevant and appropriate.

Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level A2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at: <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two reading assessment tasks. Each task must be assessed on separate occasions.
- A range of item response types must be used for assessment against this unit standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- All assessment activities must be conducted in English, which must not be the candidate's first language.
- The assessor must be satisfied that the candidates can independently demonstrate competence against the unit standard.
- Candidates' responses may contain significant phonological, textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not speaking or writing skills.

- For this unit standard, texts:
 - i. must be each approximately 200-250 words;
 - ii. may have complementary illustrations or diagrams, which must be placed so that the relationship between text and illustration is clear to the candidate;
 - iii. must be familiar and relevant but must not have been seen by the candidates prior to the assessment;
 - iv. may be abridged versions designed for candidates;
 - v. must be predictable in sequence, layout, structure, and language features;
 - vi. must be guided by the first 1000 words of *New General Service List*.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment task

Candidates will read a text, "Waitomo Caves" and complete the assessment task.

The text can be found in the Student guidelines.

Assessment Schedule

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An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task required to achieve this unit standard.

Reading text: Waitomo Caves

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>Outcome 1 Read and understand simple texts in everyday contexts (EL).</p> <p>Range minimum of two texts, assessed on separate occasions; text types may include – description, information text, recount.</p>	<p>Refer to evidence for 1.1-1.3 below</p>	<p>A simple text in an everyday context is read and understood in terms of obtaining key information and identifying meaning of essential vocabulary.</p>
<p>1.1 Key information is obtained from the text.</p>	<p>The following answers: 1. a. <i>glow-worms / very small lights</i> b. <i>rafting, jumping, climbing, boating, exciting things</i> (any two)</p>	<p>Main ideas and specific information are obtained from the information text.</p> <p>5 out of 7 answers are correct.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>Range information from a description or information text includes – main ideas and specific information; information from a recount includes – participants, setting, sequence of events; minimum of five pieces of information.</p>	<p>c. <i>winter</i></p> <p>2. a. <i>true</i> b. <i>false</i> c. <i>false</i> d. <i>true</i></p>	
<p>1.2 The meaning of essential vocabulary as used in the text is identified.</p> <p>Range minimum of eight words and/or phases.</p>	<p>3. a. <i>hole</i> b. <i>climb</i> c. <i>light</i> d. <i>jump</i> e. <i>concert</i> f. <i>bright</i> g. <i>busy</i> h. <i>visitors</i> i. <i>(summer / school) holidays</i> j. <i>different</i></p>	<p>Key words are linked to meaning.</p> <p>8 out of 10 answers are correct.</p>