

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>29307</b>				
<b>Title</b>	<b>Apply literacy skills in a range of day to day contexts (Supported Learning)</b>				
<b>Level</b>	1	<b>Credits</b>	5	<b>Version</b>	1

## ASSESSOR GUIDELINES

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

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

## GENERAL

1. This unit standard is intended for learners who require some form of support with their learning either through additional resources, specialised equipment, or adapted programmes. It is important to note that they are people with learning disabilities and include those with intellectual disability.
2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working* [Ref: 2853].

## ASSESSMENT

3. The assessments must be at Level 1 of the NZ Qualifications Framework. For information about the Level 1 NZQA level descriptor, go to *The New Zealand Qualifications Framework- page 30*: <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>
4. The assessors must be satisfied that the candidate can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Student Guidelines to confirm that all the work done is the candidate's own.
5. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a candidate with gathering and verifying of evidence.
6. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to candidates in their own social, cultural, family/whanau, community and/or work contexts.
7. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the learner.
8. Sample answers have been developed to guide assessors. However, it is important to note that candidate's answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.

## **GATHERING OF EVIDENCE**

9. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the learner and context.
10. All evidence such as videos, audio, pictures etc. must be attached to the candidate's paper-based copy of the Student Guidelines, when moderation is required, thus verifying the candidate's own work. If the candidate is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the candidate is part of a group when carrying out tasks, the assessment must reflect the candidate's ability to achieve each task independently.
11. Evidence collected for this assessment can be attributed to the candidate through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.
12. Two candidates may be assessed simultaneously, but each candidate must fulfil the requirements of the unit standard independently.
13. Evidence of 'speaking' to achieve this standard has not been stipulated to allow achievement by candidates who use augmentative communication.
14. For the purpose of this standard, a reader writer can be used to assist the learner in assessment.

## **BEFORE THE ASSESSMENT**

Over the weeks prior to this assessment, candidates must have had sufficient teaching and learning opportunities to be familiar with the following:

- Day to day literacy skills that may include but are not limited to:
  - reading
  - writing
  - listening
  - visual literacy
  - speaking
- Literacy tasks that may include but are not limited to:
  - report writing
  - diaries
  - research
  - expressing opinion
- Literacy tasks appropriate for different contexts such as:
  - daily living
  - diaries
  - research
  - expressing opinion

## **PRE-ASSESSMENT ACTIVITY**

To prepare learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist learners to relate the assessment task to a meaningful, real context.

Learners may also need terminology or concepts unpacked for them so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the learner to the answers. Learners must still independently demonstrate their competency against this standard.

**Evidence and Judgement Guidance**

**Unit standard 29307**

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<b>Level</b>	1	<b>Credits</b>	5	<b>Version</b>	1

**Outcome 1**

**Apply literacy skills in a range of day to day contexts (Supported Learning).**

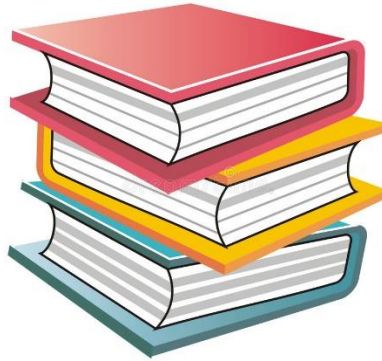
Range: literacy skills must include – speaking, reading, writing; and may include but are not limited to – listening, visual literacy;  
 contexts may include but are not limited to – daily living activities, recreation, community, work, education.

**1.1 Literacy skills are applied to carry out tasks in a clear, specific manner appropriate to the learner, purpose and contexts.**

Range: evidence of **two** literacy skills for each of **four** different contexts. At least one context must be in a formal situation.

<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<p><b>Part 1 – 4</b></p> <p>Application of <b>two</b> different literacy skills to carry out day to day tasks in <b>four</b> different contexts. At least one context in a formal situation.</p> <p>See sample answers for one task in four different contexts.</p>	<p>The candidate accurately applied <b>two</b> literacy skills in each of <b>four</b> different day-to-day contexts.</p> <p>The candidate applied the following skills at least once over all four contexts:</p> <ul style="list-style-type: none"> <li>• speaking</li> <li>• reading</li> <li>• writing</li> </ul> <p>and at least one of the contexts is a formal situation</p>

**Apply literacy skills in a range of day to day contexts (Supported Learning)**



**ASSESSMENT**

Name: .....

Date: .....

**CONDITIONS OF ASSESSMENT**



- All parts of the assessment will be carried out by the candidate.
- The assessment will take place over a timeframe set by the assessor.
- Before the assessment tasks, an introduction to the assessment should be given, using the examples provided.
- Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the candidate’s day-to-day living that may include but is not limited to workplace, educational setting or within the community.

## Assessment Task

This assessment task has four parts. You will be asked to:

Apply **two** literacy skills in each of day-to-day tasks for each of the following **four** contexts.

- 1 Use two different literacy skills to carry out tasks in your **daily life**
- 2 Use two different literacy skills to carry out tasks in your **recreation activities**
- 3 Use two different literacy skills to carry out tasks in your **work or for your education**
- 4 Use two different literacy skills to carry out tasks in your **community**

Throughout the assessment, **you must use the following literacy skills at least once:**

1. Speaking
2. Reading
3. Writing

You can use other literacy skills in this assessment such as listening and visual literacy.

One of the contexts must be a formal situation. This means that the context is for an important or official occasion. Your teacher can help you to decide what occasion would be formal.

*\*The assessor will use the following table to make sure that the candidate has completed all required elements of this assessment task.*

	Speaking	Reading	Writing	Other	Formal Yes/No
Daily living					
Recreation					
Work or education					
Community					

## Part 1

Use **two** different literacy skills to carry out tasks in your **daily life**

Examples could be:

<p><b>Making a meal</b></p> 	<p><b>Using a phone to call, text or message someone.</b></p> 	<p><b>Communicating with people that you live with</b></p> 
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*For the assessor, an example is provided in red.*

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

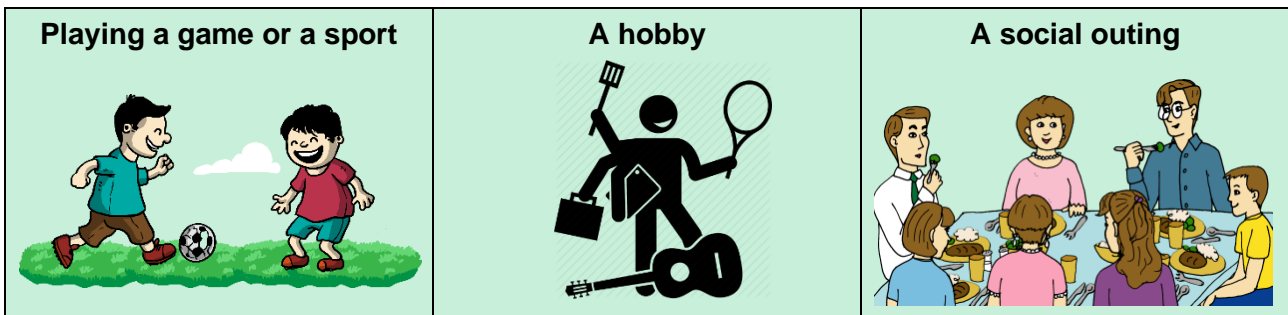
Describe the task. (what you did and why)	Literacy skill used (speaking, reading, writing, other)	Evidence of the skill being applied
<p><b>Task 1:</b> <i>Communicating with my flatmate.</i></p> <p><b>Date:</b> <i>6<sup>th</sup> June 2019</i></p> <p><i>Writing a note to my flatmate to tell him that I will be late home from Polytech today</i></p>	<p><i>Writing</i></p>	<p><i>I took a photo of the note stuck to my fridge where my flatmate could see it. I also have the original note.</i></p>
<p><b>Task 2:</b></p> <p><b>Date:</b></p>		



## Part 2

Use **two** different literacy skills to carry out tasks in your **recreation activities**

Examples could be:



*For the assessor, an example is provided in red.*

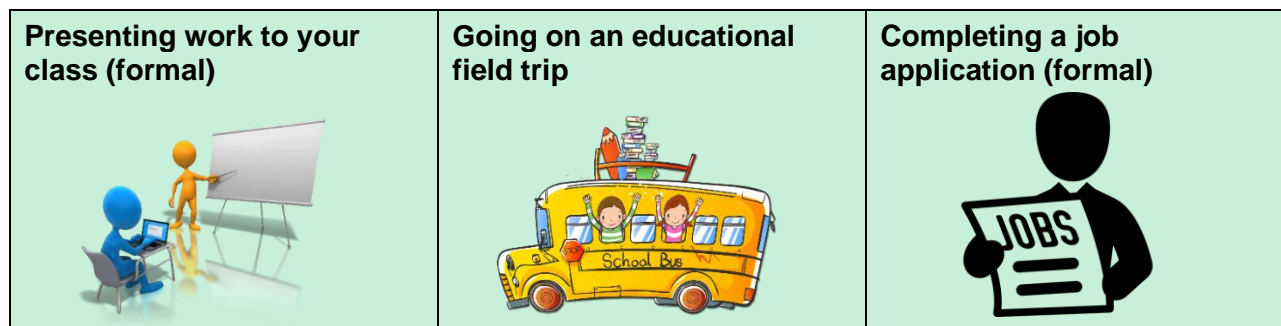
Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

Describe the task. (what you did and why)	Literacy skill used (speaking, reading, writing, other)	Evidence of the skill being applied
<p><b>Task 1:</b> <i>Playing ten-pin-bowling with my team.</i></p> <p><b>Date:</b> <i>24<sup>th</sup> May 2019</i></p> <p><i>I read part of the team newsletter to my playing partner. My partner and I were in the newsletter because we won a tournament in April.</i></p>	<p><i>Reading</i></p>	<p><i>I got my ten-pin bowling partner to video me reading the newsletter and I uploaded the video to my computer and sent it to my tutor.</i></p>
<p><b>Task 2:</b></p> <p><b>Date:</b></p>		

### Part 3

Use **two** different literacy skills to carry out tasks in your **work or for your education**

Examples could be:



*For the assessor, an example is provided in red.*

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

Describe the task. (what you did and why)	Literacy skill used (speaking, reading, writing, other)	Evidence of the skill being applied
<p><b>Task 1:</b> <i>Presenting research to my class at polytechnic. (formal)</i></p> <p><b>Date:</b> <i>3<sup>rd</sup> March 2019</i></p> <p><i>I researched my Turangawaewae, my place of belonging to my class. I researched 5 interesting facts about the place where I was born for a class project in the first weeks of the course. I then presented it to the class and answered questions so the class could know me better.</i></p>	<p><i>Speaking</i></p>	<p><i>My tutor videoed the presentations that we did to the class. When I watched the video, I could see that I looked at my audience when I was speaking. I spoke clearly and I answered 2 questions about the place where I was born.</i></p>
<p><b>Task 2:</b></p> <p><b>Date:</b></p>		

## Part 4

Use **two** different literacy skills to carry out tasks in your **community**

Examples could be:



*For the assessor, an example is provided in red.*

Complete the following table to describe the literacy skill, the context and the evidence of the skill being applied. You may need help completing the table and collecting your evidence.

Describe the task. (what you did and why)	Literacy skill used (speaking, reading, writing, other)	Evidence of the skill being applied
<p><b>Task 1:</b> <i>Attending a church service. (formal)</i></p> <p><b>Date:</b> <i>20<sup>th</sup> April 2019</i></p> <p><i>I attended church on Sunday and listened to what the pastor had to say. I was able to answer questions on the service, talk about what he said with my family and follow instructions given in the service.</i></p>	<p><i>Listening</i></p>	<p><i>My tutor asked me some questions about the service. She also emailed my pastor to verify my answers.</i></p>
<p><b>Task 2:</b></p> <p><b>Date:</b></p>		

**To be completed by assessor:**

<b>Overall Performance Outcome:</b> <b>Achieved</b> <input checked="" type="checkbox"/> <b>Not Achieved</b> <input type="checkbox"/>			
<b>Assessor's Attestation:</b> I confirm the following: <ul style="list-style-type: none"><li>• the learner has adequacy of knowledge and performance</li><li>• the assessment complied with relevant health and safety, and legislative requirements</li><li>• the learner's likely repeatable competence in the future.</li></ul>			
<b>Overall comments</b>			
<b>Name:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Position Held:</b>	