

English Language Assessment Support Material

Unit standard	30984				
Title	Listen to and understand simple English language spoken instructions in everyday situations				
Level	1	Credits	5	Version	2

Assessor Guidelines

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

Note:

These 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 students may have access to the assessment schedule or student exemplar material.

Use of this assessment resource without modification may mean that students' work is not authentic. While this resource exemplifies how to assess understanding of simple English language spoken instructions in everyday situations, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to listen to and understand simple English language spoken instructions in everyday situations.

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.

Award of Grades

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

For Achieved, learners must:

- Listen to and understand simple English language spoken instructions in everyday situations.

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 learner's first language.
- Assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised.
- 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.
- Learners may use a bilingual and/or English dictionary.
- Learners' responses 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.

Resource Requirements

- Spoken text
- Questions assessing comprehension
- Dictionary

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Responses may contain phonological or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses listening skills; not spoken, reading or written skills.
- Spoken instructions for this unit standard.
 - must be appropriate to the spoken mode or a text which is designed for oral delivery;
 - must be one set of spoken instructions;
 - may include classroom instructions, giving directions, safety instructions;
 - must be repeated once only;
 - may be supported by visual or non-verbal cues;
 - must be delivered in clear speech;
 - 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.
- For quality assurance purposes, including moderation, if the learner's response is oral or demonstrated, the assessment 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 <https://www2.nzqa.govt.nz>
- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard:	30984
Standard title:	Listen to and understand simple English language spoken instructions in everyday situations.
Credits:	5
Resource title:	New Zealand cities
Assessor guidance:	Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

Model Assessment

Instructions for assessors

- Give the candidates time to familiarise themselves with the worksheet.
- Candidates may ask for clarification of the task instructions although guidance given by the assessor must not invalidate the assessment task.
- Read the transcript once, slowly and clearly.
- Allow candidates to carry out the task as they listen.
- Allow candidates time to review answers before reading/playing the text a second time.
- Read/play the text a second time.
- Allow candidates time to complete the task.

Assessor instructions for students

Introduction

This assessment activity requires you to listen to and understand simple English language spoken instructions in everyday situations.

This activity will take place in class time.

Task

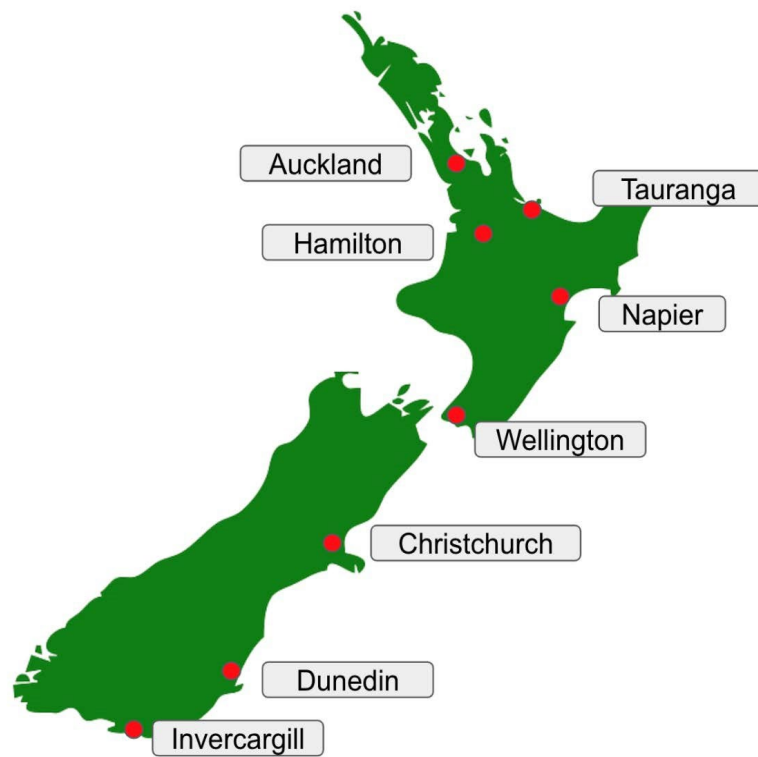
For this assessment you must listen to the text and carry out the instructions.

- You will hear the text two times.
- Complete the instructions as you listen.
- Your spelling and grammar do not need to be perfect, but your assessor must be able to understand what you mean.

You will need to show that you can:

- Follow the instructions and complete the task (PC 1.1).

Assessment task



Auckland _____ million

Christchurch 380,000

Wellington 210,000

_____ 170,000

_____ 130,000

Tauranga _____

Transcript – for assessor use only

New Zealand cities

1. Write your full name on the left above the map.
2. Write the date on the right above the map.
3. Write one point six next to Auckland.
4. Write Hamilton next to 170,000.
5. Write Dunedin next to 130,000
6. Write 130,000 next to Tauranga.
7. Write the title, 'The number of people living in New Zealand cities', under the map.

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Listen to and understand simple English language spoken instructions in everyday situations.	Refer to the evidence for 1.1 below.	Instructions are listened to and understood.
1.1 Instructions are followed and the task is completed. Range: at least five single-step instructions.	The following has been carried out: 1. <i>Full name is written in the correct place.</i> 2. <i>Date is written in the correct place.</i> 3. <i>1.6 is written in the correct place.</i> 4. <i>Hamilton is written in the correct place.</i> 5. <i>Dunedin is written in the correct place.</i> 6. <i>130,000 is written in the correct place.</i> 7. <i>The title, 'The number of people living in New Zealand cities', is written in the correct place.</i>	Five out of seven instructions are completed correctly. NB: Accept incorrect spellings that are recognisable.

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