

English Language Assessment Support Material

Unit standard	31019				
Title	Participate in sustained spoken interactions in English language				
Level	4	Credits	10	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 participation in sustained English language spoken interactions, 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 participate in sustained spoken interactions in English language.

It is recommended that:

- the outcomes are assessed in authentic or simulated situations, relevant to the context of the learner, as part of an integrated unit of work;
- 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:

- Participate in sustained spoken interactions in English language.

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.
- Two or more learners may be assessed simultaneously, but each learner must fulfil the requirements of the unit standard independently, with any inconsistencies seldom impeding communication.

Resource Requirements

- Camera to record interaction
- Role play cards

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.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete a total of two tasks.
- For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. If telephone conversations are used, there must be an audio and visual recording of both participants. Recorded work must not be edited. Guidelines for digital visual submissions can be found at <https://www2.nzqa.govt.nz>
- Learners may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- 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: 31019

Standard title: Participate in sustained spoken interactions in English language

Credits: 10

Resource title: Tenancy issues

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

Assessor instructions for students

Introduction

This assessment activity requires you to participate in sustained spoken interactions in English language.

This activity will take place in class time.

Task

This task contains one interaction. To achieve the standard, you will need to participate in two interactions.

In this task:

You will participate in a sustained spoken transaction – a negotiation to reach an agreement.

You will discuss tenancy issues as either the tenant or the landlord.

Your assessor will give you role play cards with the information you need for the task.

You will be given time to read this information before your interaction. Ask your teacher if you do not understand this information or what you have to do for the assessment task.

Do not show this information to the other student.

Hand the information back to the assessor after the assessment.

Use the checklist on the next page to make sure you meet all the requirements.

Student Checklist

In this assessment task, you will need to show you can do the following:	PC
Participate in a straightforward spoken interaction for at least five minutes.	–
Use appropriate conventions, e.g. • greetings and leave taking • appropriate eye contact and body language • negotiation • clarifying, confirming, asking for repetition • giving and responding to feedback.	1.1
Use appropriate interactive strategies to achieve the purpose of the interaction, e.g. • question and answer • agreement and disagreement • assertive strategies • clarification, confirming, asking for repetition • turn-taking strategies • verbal and non-verbal feedback.	1.2
Use appropriate grammatical features, e.g. • verb tenses/forms • modals • conditionals • question and response forms • complex structures.	1.3
Use appropriate lexical features, e.g. • word choice • grammatical form.	1.3
Use appropriate phonological features, e.g. • pronunciation • intonation • stress • pace • audibility • rhythm	1.3
Speak fluently (without hesitations) and spontaneously (without pre-learning a script)	1.4
Speak so that you can easily be understood.	1.4

Role play card – Tenant

You have arranged a meeting with your landlord to discuss some issues with the house you are renting.

This is the information you need:

- It is a 2-bedroom house, and the rent is \$380 per week.
- You have lived there one year, and you want to stay.
- It is difficult to find houses to rent.

These are the issues:

- The house is very cold and there is a draught from the windows. The house gets damp in winter. Your landlord has said that the house meets insulation standards.
- The house has a built-in gas heater. It only heats the lounge. It's very expensive using electric heaters to heat the bedrooms. You would like to have heat pumps installed.
- The fence at the back of the property is broken, and dogs come into your property. You have emailed your landlord about it but he hasn't done anything.
- Your landlord wants to increase the rent to \$440 per week. You are not happy with this.

Role play card – Landlord

You let a two-bedroom house and receive \$380 per week in rent. Your tenant has requested a face-to-face meeting with you to discuss some issues they have with the rental property.

These are some of the things you need to take into consideration during the discussion:

- You want to increase the rent from \$380 to \$440.
- You haven't increased the rent for 3 years and other landlords have increased theirs.
- The rates for the house have gone up.
- If you lose your tenant it is easy to find another one, but your tenant is good and reliable, so it is better to keep the same tenant.
- You only want to spend money on the property if it will increase the value.
- The tenant has emailed you regarding a broken fence. The fence was broken by a neighbour and you are currently negotiating with that neighbour to get it repaired.

Marking checklist

Unit standard 31019: Participate in sustained spoken interactions (EL)

Interaction number: ____ (Note, to achieve this standard another interaction is required)

Learner's name: _____ Date: _____

Performance Criteria		Criteria met
1.1	The learner uses appropriate conventions, e.g. • greetings and leave taking • appropriate eye contact and body language, • negotiation • clarifying, confirming, asking for repetition • giving and/or responding to feedback.	Yes / No
1.2	The learner uses appropriate interactive strategies, e.g. • question and answer • agreement and disagreement • assertive strategies • clarification, confirming, asking for repetition • turn-taking strategies • verbal and non-verbal feedback.	Yes / No
1.3	Learner demonstrates good control of a wide range of grammatical features, including: • complex structures • verb tenses/forms • modals, conditionals • question and response forms.	Yes / No
1.3	Learner demonstrates good control of a wide range of lexical features, including word choice and grammatical form.	Yes / No
1.3	Learner demonstrates good control of a wide range of phonological features, including: • pronunciation • intonation and stress • pace and rhythm • audibility.	Yes / No
1.4	Language is fluent and spontaneous and can easily be understood.	Yes / No
	Interaction lasts for at least five minutes.	Yes / No
	All criteria are met	Yes / No

Assessment Schedule

Unit standard	31019				
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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 for this unit standard.

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Participate in sustained spoken interactions in English language. Range: at least two spoken interactions, each assessed on separate occasions. each interaction must be at least five minutes.	Refer to the evidence for 1.1–1.4 below.	A sustained spoken interaction of at least five minutes is completed.
1.1 Conventions of spoken interactions are used in a manner appropriate to topic, context, and participants.	Conventions must include: - polite and formal greeting and leave taking, e.g. <i>Good morning; Thank you for your time. Good bye.</i> - appropriate eye contact and body language.	Conventions are used appropriately to achieve the purpose of the interaction.

	- negotiation, e.g. <i>I understand that there has been a general increase in rents; however, I feel that this increase...</i> and will include some of the following as appropriate: - clarifying, e.g. <i>Would that be with immediate effect, or would it start next month?</i> - confirming, e.g. <i>So I will get back to you via email within a week.</i> - asking for repetition, e.g. <i>Could you repeat that again please?</i> - giving feedback, e.g. <i>That sounds like a good solution.</i> - responding to feedback, e.g. <i>Yes, that would work. Thank you.</i>	
1.2 Purpose of the interactions is achieved by using interactive strategies. Range: interactive strategies may include question and answer, agreement and disagreement, assertive strategies, clarification, confirming, asking for repetition, turn-taking strategies, verbal and non-verbal feedback. conventions may include greetings, eye contact, body language, common courtesies, and closing the interaction.	- question and answer, e.g. <i>Could you explain the reason behind the rent increase? In the market overall rents have increased a lot over the last year and from a business perspective it makes sense to keep up with those increases.</i> - agreement, e.g. <i>Yes, I think that would be a good solution.</i> - disagreement, e.g. <i>I'm not sure if I agree with that.</i> - assertive strategies, e.g. <i>I understand your predicament. However, from my perspective, this is an investment, and therefore I need a reasonable return.</i> - clarification, confirming and asking for repetition – see examples for 1.1. - turn-taking strategies, e.g. <i>Do you agree?</i> (offering a turn). <i>Sorry – you go</i> (after accidental interruption).	A range of interactive strategies is used to achieve the purpose of the interaction.

	• verbal feedback – see examples for 1.1. • non-verbal feedback, e.g. nodding, looking puzzled, smiling.	
1.3 Purpose of the interactions is achieved by demonstrating good control of a wide range of language features in the spoken interaction, effectively communicating ideas. Range: • language features include grammatical, lexical, and phonological features relevant to content and context; • grammatical features must include complex structures which may include – verb tenses/forms, modals, conditionals; question and response forms; lexical features may include word choice, grammatical form; • phonological features include pronunciation, intonation, stress, pace, audibility, rhythm.	Grammatical features used effectively: • complex structures, e.g. <i>Although we might not agree completely, I think we might be able to reach a compromise; If you were willing to do something about the insulation problems, I would be happy to pay the higher rent.</i> • verb forms and modals, e.g. <i>I think it would be better to discuss some of the issues with the property first.</i> • conditionals, e.g. <i>But if you improved the insulation, wouldn't that add value to the property?</i> • question and response forms – see examples for 1.2. Lexical features: • word choice, e.g. <i>tenancy, rental, negotiation, increase.</i> • grammatical form, e.g. <i>I don't quite agree. Let's see if we can reach an agreement.</i> Phonological features: • pronunciation • intonation • stress • pace • audibility • rhythm	Ideas are communicated effectively, using a wide range of language features, to achieve the purpose of the negotiation between the tenant and landlord.
1.4 Evidence of spontaneity and fluency is demonstrated in the spoken interaction, which requires minimal effort to understand.	There are few hesitations and no indication of pre-learnt scripts.	There is evidence of spontaneity and fluency. Minimal effort is required to understand the interaction.

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