



# SuperGrans

## Real Literacy

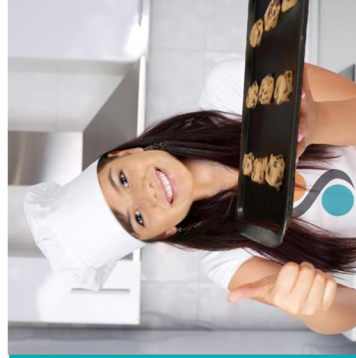
**UNIT STANDARD: 26625 Actively Participate in Spoken Interactions**

**LEVEL: 1**

**RESOURCE TITLE: TBC**

**RESOURCE REFERENCE: Real Literacy 26625 V1**

**VOCATIONAL PATHWAY: Service Industries**



**DATE VERSION PUBLISHED:**

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**QUALITY ASSURANCE STATUS:**

These materials have been quality assured to follow NZQA Level 1 standards. It is the responsibility of the education provider to undertake their own pre-moderation before delivery.

## 26625 OBSERVER GOLDEN RULES:

### PLEASE READ THIS CHECKLIST BEFORE EVERY LIVE STUDENT OBSERVATION

- ☐ Each student needs at least THREE observations of unscripted spoken interactions (All need to be face-face with at least a one-to-one and a small group situation). One to one can be through a digital device.
- ☐ Interactions must be of sufficient length and complexity to allow the student to provide adequate evidence of listening and speaking.
- ☐ Items in ER 1.1 can be demonstrated over a number of interactions.
- ☐ Items in ER 1.2 MUST be in EACH interaction.
- ☐ Interactions MUST take place over at least a month, ideally longer.
- ☐ Student MUST demonstrate competency in line with Step 4 of the *Listen with Understanding* and *Speak to Communicate* strands of the *Learning Progressions for Adult Literacy*, available at <http://www.literacyandnumeracyforadults.com/>.
- ☐ Observations MUST be taken from a range of real contexts with naturally occurring evidence.
- ☐ **THE OBSERVER MUST GIVE SPECIFIC EXAMPLES OF WHAT THE STUDENT DID OR SAID FOR EACH E.R. TICKED IN THE BOXES PROVIDED.**

## Assessed Work cover sheet

### Standard 26625: Actively participate in spoken interactions

Level 1, Credits 3, Version 3

This cover sheet **must** be completed and signed, and accompany each learner's evidence submitted for national external moderation.

Learner name: \_\_\_\_\_

Learner NSN: (optional) \_\_\_\_\_

Education organisation: \_\_\_\_\_

**Enclose the observation sheets or visual digital recordings of each interaction with this cover sheet.**

Briefly describe the situation and activity in which each interaction occurred: (e.g. On-job interaction – serving customer at canteen)		
Interaction 1:	Interaction 2:	Interaction 3:
Specify the purpose of each interaction: (e.g. To find out customer's order and take payment)		
Interaction 1:	Interaction 2:	Interaction 3:
Identify the other participant(s) in each interaction by relationship to learner: (e.g. Customer)		
Interaction 1:	Interaction 2:	Interaction 3:
Indicate date of each interaction: (Explanatory Note 3)		
Interaction 1:	Interaction 2:	Interaction 3:
Where digital visual recordings of learner evidence are submitted, indicate the place(s)/ section(s) in each recording the evidence on which the assessment decision is based occurs:		
Interaction 1:	Interaction 2:	Interaction 3:

Refer to page 2 of this cover sheet for **judgement statements** for standard 26625.

**Attestation:** I attest that: the information given in this cover sheet is accurate; the learner actively participated in each interaction without undue assistance; the cultural identity and norms of participants, which may influence how they participate in interactions, have been taken into account in making this assessment decision (Explanatory Note 5).

**Overall result** (tick one)

<input type="checkbox"/>
<input type="checkbox"/>

**Achieved -**

I am satisfied that the learner has demonstrated an ongoing transferable competency **against the standard as a whole** as per the standard requirements.

**Not achieved -**

The learner has not yet demonstrated an ongoing transferable competency against the standard as a whole as per the standard requirements.

**Assessor:** Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Judgement statements / Checklist for portfolio evidence collection

### Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, Version 3

#### Outcome 1: Actively participate in spoken interactions

Evidence Requirement 1.1	Across the interactions, check that:	Indicate where evidence occurs:			
		Interaction 1 ✓(Y)	Interaction 2 ✓(Y)	Interaction 3 ✓(Y)	
1.1	the learner's behaviour demonstrates active participation in the interaction: <ul style="list-style-type: none"> <li>the learner has used non-verbal behaviours demonstrating active participation</li> <li>the learner has contributed at least two ideas verbally</li> <li>the learner has sustained dialogue</li> </ul>				
Evidence Requirement 1.2	In each interaction, check that:	Interaction 1 ✓(Y)	Interaction 2 ✓(Y)	Interaction 3 ✓(Y)	
1.2	the learner's participation is appropriate to intended purpose, in terms of the: <ul style="list-style-type: none"> <li>learner's behaviour</li> <li>learner's language</li> <li>learner's tone</li> </ul>				
	the learner's participation is appropriate to participants, in terms of the: <ul style="list-style-type: none"> <li>learner's behaviour</li> <li>learner's language</li> <li>learner's tone</li> </ul>				

Notes: Evidence Requirement 1.1 can be met **across** three interactions, and does not necessarily need to be met in each interaction.  
Evidence Requirement 1.2 must be demonstrated **in each** of the three interactions. Add columns for extra interactions if needed.

Standard requirements	Also check that:	✓/x or Yes/No
Purpose statement	all three spoken interactions are in English or New Zealand Sign Language	
Explanatory Note 2	all three interactions have occurred under naturally occurring conditions (i.e. they were not generated in one-off assessment events designed specifically for the purpose of assessing this standard)	
Explanatory Note 4	<b>across</b> the three interactions, the learner has met <b>Evidence Requirement 1.1</b>	
	<b>in each of</b> the three interactions, the learner has met <b>Evidence Requirement 1.2</b>	
Explanatory Notes 3 and 5	the learner has produced this evidence without undue assistance, and any interpreter has only been used where NZSL users are interacting with hearing participants	
Explanatory Note 4	interactions are face-to-face, and include at least: <ul style="list-style-type: none"> <li>one in a one-to-one situation, and</li> <li>one in a small-group situation where all participants are physically present</li> </ul>	
Explanatory Note 3	all three interactions reflect the listening and speaking demands of step/koru 4 of the <i>Listen and Speak to communicate</i> strand of the Adult Literacy Learning Progressions, and are of <b>sufficient complexity and length</b> to provide adequate evidence of competence	
Title and Explanatory Note 3	the learner has demonstrated an ongoing transferable competency against the unit standard <b>as a whole</b> – at actively participating in spoken interactions – over a period of at least one month	
Moderation submission requirements	from each interaction, learner evidence in the form of digital visual recordings <b>or</b> completed, signed and dated observation sheets (i.e. from observers) is supplied	
	where digital visual recordings are submitted, visual/digital evidence cover sheets are included.	

# One-to-one interaction observation sheet – for optional use

## Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, Version 3

Learner name and NSN: \_\_\_\_\_

Date of interaction: \_\_\_\_\_

Second participant's relationship to learner: (e.g. Classmate) \_\_\_\_\_

Length of interaction: \_\_\_\_\_

Observer name and relationship to learner: \_\_\_\_\_

Description of situation in which interaction occurred: <i>e.g. Cooking workshop, discussion about the menu</i>	Intended purpose of interaction: <i>e.g. menu analysis – share own ideas and listen to partner's ideas</i>
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language; partner has English as a second language</i>	

### Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	✓/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓	e.g. Nodded as partner explained how the menu suited young people.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	e.g. "Most kids like Pizza and spaghetti bolognese. If it was brussel sprouts I don't think it would work."

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	e.g. <i>Asked why they chose those toppings for the pizza</i>
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. <i>Listened to partner's idea, and offered her opinion when partner finished</i>
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		
	In terms of other participants, the:	e.g. ✓	e.g. <i>Polite, yet firm and confident</i>
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		

Notes: Evidence Requirement (ER) 1.1 needs to be met **across** the three interactions, and not necessarily in each interaction.  
ER 1.2 must be met in **each** interaction.

The one-to-one interaction must occur face-to-face, although this can be via electronic medium (Explanatory Note – EN – 4).

☐ Learner actively participated in the interaction without undue assistance

☐ Evidence occurred naturally (EN 2)

Observer signature: \_\_\_\_\_

Date: \_\_\_\_\_

Also note:

**Intended purpose of interaction** may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range)

Examples of how a learner may **contribute ideas** include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range)

Examples of how a learner may **sustain dialogue** include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range)

## Small group interaction observation sheet – for optional use

### Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, Version 3

Learner name and NSN: \_\_\_\_\_

Date of interaction: \_\_\_\_\_

Other participants' relationship(s) to learner: \_\_\_\_\_

Observer name and relationship to learner: \_\_\_\_\_ Length of interaction: \_\_\_\_\_

Description of situation and activity in which interaction occurred: <i>e.g. Outdoor education class, adventure based learning "spider's web" activity</i>	Intended purpose of interaction: <i>e.g. To negotiate approach to take to solve problem</i>
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. Participants are very close friends</i>	

### Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	✓/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	<i>e.g. ✓</i>	<i>e.g. Turned body towards each person as they spoke.</i>
	The learner contributed ideas verbally, demonstrating active participation	<i>e.g. ✓</i>	<i>e.g. "Why don't we all come up with a suggestion and vote on the best?"</i>

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	e.g. "Okay Hemi, but can we question people's suggestions?"
1.2	In terms of intended purpose:	e.g. ✓	e.g. Assertive and respectful in tone and behaviour.
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		
	In terms of other participants:	e.g. ✓	e.g. Listened to each person's ideas and concerns.
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		

Notes: Evidence requirement (ER) 1.1 needs to be met **across** the three interactions, and not necessarily in each interaction.

ER 1.2 must be met in **each** interaction.

The small group interaction must occur face-to-face, and all members must be physically present (Explanatory Note – EN – 4).

☐ Learner actively participated in the interaction without undue assistance

☐ Evidence occurred naturally (EN 2)

Observer signature: \_\_\_\_\_

Date: \_\_\_\_\_

Also note:

**Intended purpose of interaction** may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range)

Examples of how a learner may **contribute ideas** include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range)

Examples of how a learner may **sustain dialogue** include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range)