

# Learning Assessment Guide

## Unit Standard 1272 – Version 5

Read efficiently to gain maximum information in time spent

Level 3 – 2 Credits

<b>Assessment Summary</b>			
<b>Learner to complete</b>			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
<b>Assessor to complete</b>			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- develop the skills to match reading speed to reading task
- read to gain information.

This Learning Assessment Guide is made up of:

- One task for you to complete
- Assessor/observer checklist that the approved observer or assessor will use to record your competence.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

For the purposes of assessment against this unit standard it is expected that reading speed and reading skills used are appropriate to the reading task.

## Assessment Task One – Elements 1 and 2

### Introduction

Assessment task one is designed to assess your ability to match reading speed and techniques to texts and to read to get the relevant information.

### Instructions

- Your assessor will complete the attached observation checklist. If your assessor is not sure of your answers or skills they may ask you to explain or demonstrate more.
- Your assessor and you will decide in advance the purpose of your reading. It may be for a specific purpose at work, home, or for study, such as looking for information for a report, learning how to repair a bike puncture, or discovering which plants are best for your garden. There must be some technical element in the writing. You can choose different texts for different purposes.
- When you are ready to be assessed your assessor will give you a range of texts to read and assess.
- You will choose at least three of these texts which are relevant to your task, but they must contain simple, compound, and complete sentences, everyday and technical vocabulary, and various formats.
- You will identify to your assessor which reading technique you are using to get the required information. You may already be familiar with the text, or be deciding whether it is useful by scanning for a particular key word in chapter headings, a telephone directory or dictionary. Or you may be lightly exploring or reviewing the text for shallow knowledge by skimming chapter headings, title, diagrams, introductions and summaries to get the main ideas. If you are previewing you may read the first sentences of paragraphs which contain the main ideas. Another technique is predicting what is in the text and whether it is important by scanning the headings and initial sentences etc. Then you only need to read in detail what is important to your search, or maybe just one key chapter to get the required information.
- These websites and others can help you learn these techniques before you're assessed:
  - <http://www.mindtools.com/rdstratq.html>
  - <http://42explore.com/skim.htm>
- You need to adjust your reading speed and technique depending on your purpose – ie whether you are reading in depth or shallowly. Your assessor will watch approximately how fast you're reading to check which technique you're using. For example, skimming will probably take you about two pages per minute.

Match your reading speed and technique to texts and read to get the relevant information.

Action	Date of action	Comment
The learner has chosen texts that are relevant to themselves, and which use simple, compound, and complete sentences, everyday and technical vocabulary, and various formats.		
The learner identifies their reading techniques in terms of scanning, skimming, preview, and prediction.		
A text is read at a range of speeds including two pages, one page and half a page per minute (700-1000wpm, 450-600wpm, 200-300wpm.)		
The learner assesses the readability of the text in terms of vocabulary, structure, and layout.		
The learner reads texts that are relevant to themselves, and which use simple, compound, and complex sentences, everyday and technical vocabulary, and formats.		
The learner completes reading tasks relevant to themselves, using a reading speed and reading technique which match the readability of the text, the reading task specified, and their skills. Reading tasks include searching for information, gaining complete information, gaining an overview and identifying the main points.		
Assessor name:	Assessor signature:	

**The completed assessment for task one will include:**

The 'date of action' column is completed with any relevant comments made. The assessor has named and signed the checklist.

## Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 1272.

<b>Task / Element</b>	<b>Evidence required</b>	<b>Judgement</b>
<p><i>Task 1 / Element 1</i> (PC 1.1 – 1.4)</p> <p>Develop the skills to match reading speed to reading task.</p>	<p>The 'date of action' column is completed against each criterion with any relevant comments made. The assessor has named and signed the checklist.</p> <p>Texts are chosen that are relevant to the reader, and use simple, compound, and complete sentences, everyday and technical vocabulary, and various formats.</p> <p>Reading techniques are identified in terms of scanning, skimming, preview, and prediction.</p> <p>A text is read at a range of speeds. Range: 700-1000wpm, 450-600wpm, 200-300wpm.</p> <p>The readability of the text is assessed in terms of vocabulary, structure, and layout.</p>	<p>At least three texts that cover range.</p> <p>Range is covered. Subsequent answers to the assessor's questions demonstrate the text was read for the stated purpose ie scanning, skimming or in-depth reading.</p> <p>The readability is correctly assessed for the range.</p>
<p><i>Task 1 / Element 2</i> (PC 2.1 – 2.2)</p> <p>Read to gain information.</p>	<p>Texts are read that are relevant to the reader, and use simple, compound, and complex sentences, everyday and technical vocabulary, and formats.</p> <p>Reading tasks relevant to the reader are completed, using a reading speed and reading technique which match the readability of the text, the reading task specified, and the reader's skills. Range: reading tasks – search for information, gain complete information, gain an overview, identify the main points.</p>	<p>At least three texts that cover the range are read.</p> <p>Subsequent answers to the assessor's questions demonstrate the text was read to gain information for the stated purpose.</p> <p>At least three tasks that cover the range are completed. Subsequent answers to the assessor's questions demonstrate the text was read to gain information for the stated purpose. Correct main points are identified.</p>