

# New Zealand Certificate in English Language (NZCEL) Supporting Document



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# Purpose and overview

The NZCEL Supporting Document supports assessment against the current versions of the qualifications in tertiary settings, with a focus on the needs of NZCEL providers, and current and future learners (migrants, former refugees, international students and the wider community).

It is expected that all providers delivering NZCEL English language programmes will contribute to an education system that honours Te Tiriti o Waitangi and respectfully considers New Zealand's diverse cultural heritage and the unique identities and histories of its people. This commitment not only enriches the learning experience but also promotes a deeper understanding of the English language in New Zealand's cultural landscape.

This document is not intended as a teaching and learning guide. Programme and assessment task design remain the responsibility of tertiary providers.

[The English Language and English for Academic Purposes Unit Standards Supporting Document](#) is the companion to this document. Its purpose is to support assessment against the current standards, with a focus on the needs of both secondary and tertiary teachers.



# Overview

Given the diversity of the audiences for this Supporting Document, the writers have imagined multiple roles to identify who its readers may be. The different roles below illustrate how different audiences might engage with this document and what they may be looking for.

| Role                                    | Most relevant section                                               | Content                                                                             | Rationale                                                                                             |
|-----------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Programme Lead of a particular level    | <b>Section 6: Sufficiency &amp; Assessment Guidance</b>             | Details on assessment requirements, text lengths, and expectations by level         | Supports need to develop and validate assessments                                                     |
| Experienced ESOL tutor, new to NZCEL    | <b>Section 2: Qualification Structure, Progression and Pathways</b> | Overview of NZCEL levels, CEFR/IELTS mappings, and progression                      | Provides foundational understanding of NZCEL structure and links to familiar frameworks (IELTS, CEFR) |
| Teacher Trainer & Assessor              | <b>Section 4: Guidance to Support Assessment</b>                    | Detailed assessment guidance, conditions, integrated approaches, and evidence types | Supports moderation and assessment writing responsibilities with practical examples                   |
| Programme Developer, new to ESOL/NZCEL  | <b>Section 3: Understanding the NZCEL Levels</b>                    | Framework mappings and GPO examples across CEFR, IELTS, CLB, etc.                   | Helps understanding of expectations and builds appropriate programmes despite no ESOL background      |
| Evaluator/Moderator, no ESOL background | <b>Section 3: Understanding the NZCEL Levels</b>                    | Performance descriptors and benchmark comparisons                                   | Clarifies what competence looks like across levels to moderate effectively                            |
| Parent, new to NZ/NZCEL                 | <b>Section 2: Qualification Structure, Progression and Pathways</b> | Simple explanation of what NZCEL is, how it leads to further study                  | Offers a clear, accessible overview for laypersons unfamiliar with educational pathways               |



# Qualification structure, progression and pathways

New Zealand Certificate in English Language (NZCEL) qualifications are intended for learners of English as an additional language. They are available for permanent and temporary residents, and international students.

They are nationally recognised by universities and other tertiary providers and can provide a direct pathway into most New Zealand certificate, diploma, undergraduate and post-graduate qualifications.

NZQA sets English language entry requirements for international students through the Programme Approval, Recognition and Accreditation Rules.

Providers are responsible for making sure that the international students they enrol have the required level of English proficiency for the level they want to study at. This includes verifying any test results or qualifications to make sure they are authentic.

Providers must keep evidence of this proficiency in their enrolment records for at least two years from the date of enrolment.

The Appendix of the Programme Approval, Recognition and Accreditation Rules sets out the approved tests and required outcomes that may be used as evidence of English language proficiency for international students.



# NZCEL Qualification structure

The NZCEL suite consists of thirteen qualifications at different levels informed by the [Common European Framework of Reference \(CEFR\)](#):

- New Zealand Certificate in English Language (Foundation) (Level 1) [Ref:1879]
- New Zealand Certificate in English Language (Level 1) [Ref:1880]
- New Zealand Certificate in English Language (Level 2) [Ref:1881]
- New Zealand Certificate in English Language (General) (Level 3) [Ref:1882]
- New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667]
- New Zealand Certificate in English Language (Academic) (Level 3) [Ref: 4998]
- New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669]
- New Zealand Certificate in English Language (Employment) (Level 4) [Ref: 3668]
- New Zealand Certificate in English Language (Academic) (Level 4) [Ref:1883]
- New Zealand Certificate in English Language (General) (Level 5) [Ref: 5001]
- New Zealand Certificate in English Language (Employment) (Level 5) [Ref: 5000]
- New Zealand Certificate in English Language (Academic) (Level 5) [Ref:1884]
- New Zealand Certificate in English Language (Advanced) (Level 6) [Ref: 4999]

## Links to English language (EL) and English for Academic Purposes (EAP) unit standards

These Level 1-to-4-unit standards were developed by NZQA's National Qualification Services in partnership with secondary and tertiary English language providers.

[English Language - NZQA](#)

[English for Academic Purposes - NZQA](#)

## Assessment Support Material

[English Language assessment support material - NZQA](#)

[English for Academic Purposes assessment support material - NZQA](#)

## Additional resources

[Assessor Support - NZQA](#)

[ESOL resource collection to support educators and learners - Ako Aotearoa](#)

Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs) – [go to section 8](#)

# Readiness for NZCEL

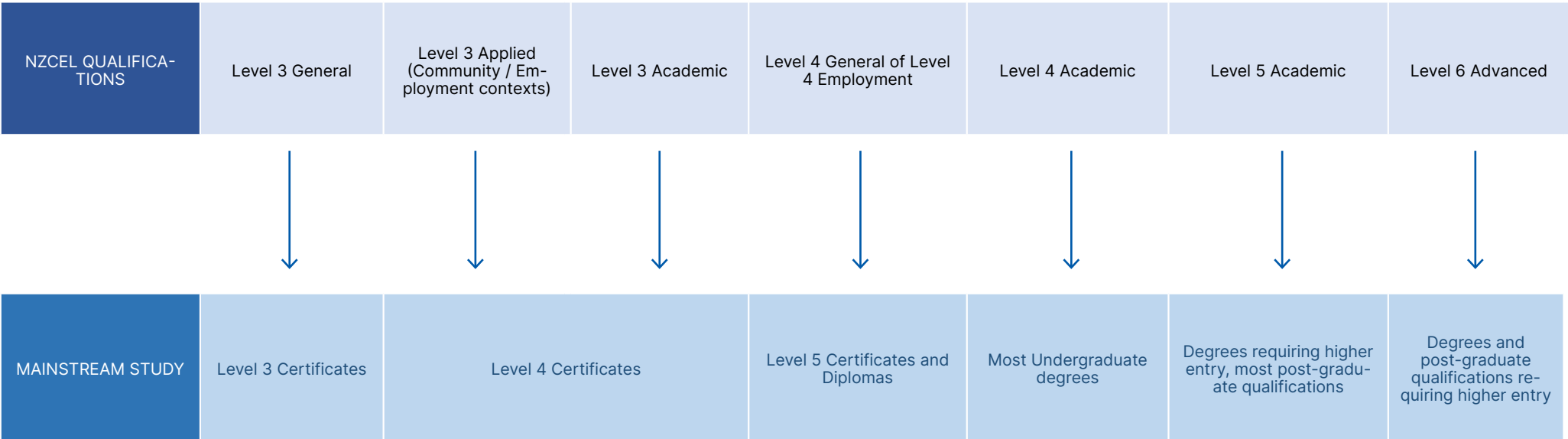
NZCEL Foundation is the starting point for the NZCEL suite of qualifications; however, it does not correspond to the starting point for all beginner learners of English. To successfully undertake NZCEL Foundation, including the Reading and Writing components, it is recommended that learners:

- Have had the opportunity to become familiar with the Latin alphabet, and the features of script in English (e.g. script from left to right, and text from top of page to bottom of page).
- Have a basic knowledge of letter-sound correspondence in English and how sounds/ phonemes are combined into words.
- Have a small bank of very common words that they can recognise and read without significant effort.
- Have developed basic literacy (in English or any other language), including awareness of word boundaries, and the grouping of words into phrases, clauses and sentences.

Learners who have not had the opportunity to develop these skills will need significant literacy support if undertaking NZCEL Foundation.

## NZCEL Study pathways into mainstream programmes

NZCEL graduates may meet the English proficiency requirements to enrol in mainstream programmes, as shown below.



# NZCEL progressions mapped to CEFR and IELTS Levels

| NZCEL Level |                                                                                                  | language level on exit <sup>1</sup> CEFR IELTS |         |     |
|-------------|--------------------------------------------------------------------------------------------------|------------------------------------------------|---------|-----|
| 6           | 4999-NZCEL (Advanced) (Level 6)                                                                  |                                                | C1      | 7.0 |
| 5           | 5000-NZCEL (Employment) (Level 5) 5001-NZCEL (General) (Level 5) 1884-NZCEL (Academic) (Level 5) |                                                | high B2 | 6.5 |
| 4           | 3668-NZCEL (Employment) (Level 4) 3669-NZCEL (General) (Level 4) 1883-NZCEL (Academic) (Level 4) |                                                | mid B2  | 6.0 |
| 3           | <sup>2</sup> 3667-NZCEL (Applied) (Level 3) 4998-NZCEL (Academic) (Level 3)                      |                                                | low B2  | 5.5 |
|             | 1882-NZCEL (General) (Level 3)                                                                   |                                                | high B1 | 5.0 |
| 2           | 1881-NZCEL (Level 2)                                                                             |                                                | mid B1  | 4.5 |
| 1           | 1880-NZCEL (Level 1)                                                                             |                                                | A2      | -   |
|             | 1879-NZCEL (Foundation) (Level 1)                                                                |                                                | A1      | -   |

<sup>1</sup> Approximate language level on exit: NZCEL is *informed* by the CEFR; IELTS band scores are also included as an additional frame of reference. Note graduates do not need to demonstrate language level via external testing—this is integral to the assessment on approved programmes leading to NZCEL qualifications.

<sup>2</sup> 3667 NZCEL (Applied) (Level 3) has two strands: *Employment & Community*



# Understanding the NZCEL levels

A useful starting point to understanding the NZCEL levels is to understand the Graduate Profile Outcomes (GPOs). The GPOs are created by NZQA and identify graduate attributes for stakeholders. Section 7 contains more information on GPOs.

Other language frameworks and descriptors are used by organisations across the world to inform the design of language programmes, learning outcomes, and assessments. Although the suite of NZCEL qualifications is not specifically benchmarked to any of these frameworks or descriptors, it is informed by them. Understanding these levels will help practitioners understand what language level is expected at each level of the NZCEL suite.

This section lists the NZCEL Graduate Profile Outcomes by Skill. The Glossary of Graduate Profile Outcome Terms on pages 49 – 51 in Section 7 unpacks the language frameworks and descriptors which informed the development of the suite of qualifications.



# Listening

|                      |                                                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundation           | Understand <u>familiar</u> spoken words and very basic phrases for the most common <u>everyday situations</u> .                                                              |
| Level 1              | Understand frequently used spoken expressions and <u>simple spoken discourse</u> on areas of <u>immediate personal relevance</u> in <u>familiar everyday situations</u> .    |
| Level 2              | Understand the gist and key points in <u>straightforward spoken discourse</u> , oral texts, and exchanges on <u>familiar everyday topics</u> .                               |
| Level 3 (General)    | Understand <u>main ideas</u> and some <u>specific details</u> of oral texts on <u>reasonably familiar topics</u> .                                                           |
| Level 3 (Applied)    | Understand <u>main ideas</u> and some <u>specific details</u> of <u>moderately complex</u> oral texts on <u>reasonably familiar topics</u> relevant to the applied context.  |
| Level 3 (Academic)   | Understand <u>main ideas</u> and some <u>specific details</u> of <u>moderately complex</u> oral texts on <u>reasonably familiar topics</u> relevant to the academic context. |
| Level 4 (General)    | Understand <u>main ideas</u> and <u>supporting details</u> of <u>moderately complex</u> oral texts for social and transactional purposes.                                    |
| Level 4 (Employment) | Understand <u>main ideas</u> and <u>supporting details</u> of <u>complex</u> oral texts in employment contexts.                                                              |
| Level 4 (Academic)   | Understand <u>main ideas</u> and <u>supporting details</u> of <u>moderately complex</u> oral academic texts.                                                                 |
| Level 5 (General)    | Understand extended, <u>complex</u> oral texts on a wide range of topics in general contexts.                                                                                |
| Level 5 (Employment) | Understand extended, <u>complex</u> oral texts on a wide range of topics in employment contexts.                                                                             |
| Level 5 (Academic)   | Understand extended <u>complex</u> oral academic texts on a range of concrete, abstract and technical topics.                                                                |
| Level 6 (Advanced)   | Understand and critically evaluate <u>complex</u> extended oral texts on a range of topics.                                                                                  |

# Speaking

|                      |                                                                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundation           | Participate in <u>simple spoken discourse</u> with familiar people on <u>familiar</u> and <u>personal topics</u> in <u>areas of most immediate need</u> .                      |
| Level 1              | Participate in <u>short spoken discourse</u> of <u>immediate personal relevance</u> for social and transactional purposes in <u>familiar everyday situations</u> .             |
| Level 2              | Participate in a <u>straightforward spoken discourse</u> on <u>familiar everyday topics</u> .                                                                                  |
| Level 3 (General)    | Participate with <u>reasonable fluency</u> in spoken discourse on most <u>familiar topics</u> .                                                                                |
| Level 3 (Applied)    | Participate with <u>increasing independence</u> and <u>fluency</u> in <u>sustained spoken discourse</u> on <u>reasonably familiar topics</u> relevant to the applied context.  |
| Level 3 (Academic)   | Participate with <u>increasing independence</u> and <u>fluency</u> in <u>sustained spoken discourse</u> on <u>reasonably familiar topics</u> relevant to the academic context. |
| Level 4 (General)    | Participate <u>effectively</u> in <u>sustained spoken discourse</u> for social and transactional purposes.                                                                     |
| Level 4 (Employment) | Participate <u>effectively</u> in <u>sustained spoken discourse</u> in employment contexts.                                                                                    |
| Level 4 (Academic)   | Participate <u>effectively</u> in <u>sustained spoken discourse</u> in academic contexts.                                                                                      |
| Level 5 (General)    | Participate <u>flexibly</u> and <u>effectively</u> in <u>extended spoken discourse</u> on a <u>wide range of topics</u> in general contexts.                                   |
| Level 5 (Employment) | Participate <u>flexibly</u> and <u>effectively</u> in <u>extended spoken discourse</u> on a <u>wide range of topics</u> in employment contexts.                                |
| Level 5 (Academic)   | Participate <u>flexibly</u> and <u>effectively</u> in <u>extended spoken discourse</u> on <u>complex academic topics</u> .                                                     |
| Level 6 (Advanced)   | Participate <u>fluently, spontaneously and effectively</u> in <u>extended spoken discourse</u> on a <u>range of complex topics</u> .                                           |



# Reading

|                      |                                                                                                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundation           | Understand <u>familiar</u> written words and phrases for the most <u>common everyday situations</u> .                                                                           |
| Level 1              | Understand <u>specific familiar information</u> in <u>simple</u> everyday written texts.                                                                                        |
| Level 2              | Understand the <u>gist</u> and <u>key points</u> in <u>straightforward</u> written texts on <u>familiar everyday topics</u> .                                                   |
| Level 3 (General)    | Understand <u>main ideas</u> and some <u>specific details</u> of written texts on <u>reasonably familiar topics</u> .                                                           |
| Level 3 (Applied)    | Understand <u>main ideas</u> and some <u>specific details</u> of <u>moderately complex</u> written texts on <u>reasonably familiar topics</u> relevant to the applied context.  |
| Level 3 (Academic)   | Understand <u>main ideas</u> and some <u>specific details</u> of <u>moderately complex</u> written texts on <u>reasonably familiar</u> topics relevant to the academic context. |
| Level 4 (General)    | Understand <u>main ideas</u> and <u>supporting details</u> of <u>moderately complex</u> written texts of a general nature.                                                      |
| Level 4 (Employment) | Understand <u>main ideas</u> and <u>supporting details</u> of <u>complex</u> written texts in employment contexts.                                                              |
| Level 4 (Academic)   | Understand <u>main ideas</u> and <u>supporting details</u> of <u>moderately complex</u> written academic texts.                                                                 |
| Level 5 (General)    | Understand and analyse extended, <u>complex</u> written texts on a wide range of topics in general contexts.                                                                    |
| Level 5 (Employment) | Understand extended, <u>complex</u> written texts on a wide range of topics in employment contexts.                                                                             |
| Level 5 (Academic)   | Understand, analyse, and evaluate <u>complex</u> written academic texts on a range of topics.                                                                                   |
| Level 6 (Advanced)   | Understand and critically evaluate <u>complex authentic</u> written texts on a range of topics.                                                                                 |

# Writing

|                      |                                                                                                                                               |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Foundation           | Write <u>simple isolated phrases</u> and sentences giving <u>personal information</u> .                                                       |
| Level 1              | Write short <u>simple texts</u> relating to <u>personal</u> and <u>everyday topics</u> .                                                      |
| Level 2              | Write <u>simple, connected texts</u> on <u>familiar everyday topics</u> .                                                                     |
| Level 3 (General)    | Write <u>connected texts</u> on <u>reasonably familiar topics</u> .                                                                           |
| Level 3 (Applied)    | Write <u>clear connected texts</u> on <u>reasonably familiar topics</u> relevant to the applied context.                                      |
| Level 3 (Academic)   | Write <u>clear connected texts</u> on <u>reasonably familiar topics</u> relevant to the academic context.                                     |
| Level 4 (General)    | Write <u>detailed, developed, moderately complex texts</u> of a general nature.                                                               |
| Level 4 (Employment) | Write <u>detailed, developed, moderately complex texts</u> in employment contexts.                                                            |
| Level 4 (Academic)   | Write <u>detailed, developed, moderately complex academic texts</u> .                                                                         |
| Level 5 (General)    | Write <u>well-structured, complex extended texts</u> on a <u>wide range of topics</u> in general contexts.                                    |
| Level 5 (Employment) | Write <u>well-structured, complex extended texts</u> on a <u>wide range of topics</u> in employment contexts.                                 |
| Level 5 (Academic)   | Write <u>well-structured, accurate, evidence-based, extended academic texts</u> on <u>complex and technical topics</u> .                      |
| Level 6 (Advanced)   | Write <u>well-structured, extended, accurate written texts</u> on a range of topics, <u>with synthesis and critique of relevant sources</u> . |

# Frameworks and descriptors

Some of the most widely recognised frameworks and descriptors include the:

- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (usually referred to as the CEFR)
- Canadian Language Benchmarks (CLB)
- Global Scale of English (GSE)
- International English Language Testing System (IELTS).
- All of these provide guidance for expected levels of language performance across a wide range of levels. These can be used to help providers design programmes and learning outcomes and for teachers to design assessments.

## International English language frameworks and benchmarks

### CEFR

Common European Framework of Reference for Languages: Learning, Teaching, Assessment:

[Structured overview of CEFR-related scales](#)

### Canadian Language Benchmarks

[English as a second language for adults - Centre for Canadian Language](#)

## NZCEL GPO mappings to international frameworks

The examples on the following pages show the GPOs for different skills at different levels of NZCEL mapped to four of the different frameworks (CEFR, CBL, GSE, and IELTS). Please note that these are examples that are designed to guide curriculum developers and therefore do not address every GPO at every level.

- [Listening](#)
- [Speaking](#)
- [Writing](#)
- [Reading](#)

### Global Scale of English

[Global Scale of English educator resources - Pearsons](#)

### Other benchmarking resources

[More benchmarking resources](#)



# Listening

## NZCEL Level 1 Foundation

| GPO                                                                                                    | CEFR                                                                                                                                                  | CLB                                                                  | GSE                                                                                                                        | IELTS                                                         |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|                                                                                                        | <b>A1</b>                                                                                                                                             | <b>2</b>                                                             | <b>22-29</b>                                                                                                               | <b>≈3.0</b>                                                   |
| <b>Understand familiar spoken words and very basic phrases for the most common everyday situations</b> | Can recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly. | [Can] understand simple information about familiar, concrete topics. | Can understand familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. | Understands only general meaning in very familiar situations. |

## NZCEL Level 4

| GPO                                                                                                                  | CEFR                                                                                                                             | CLB                                                                                      | GSE                                                                                                                                                     | IELTS                                                                            |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                                                                                                      | <b>B2</b>                                                                                                                        | <b>8</b>                                                                                 | <b>63-66</b>                                                                                                                                            | <b>6.0</b>                                                                       |
| <b>Understand main ideas and supporting details of moderately complex oral general / employment / academic texts</b> | Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. | [Can] understand group interactions about abstract and complex ideas on familiar topics. | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. | Can understand reasonably complex language, particularly in familiar situations. |

# Speaking

## NZCEL Level 1

| GPO                                                                                                                                                 | CEFR                                                                                                                                                                                                                                                        | CLB                                                                                                      | GSE                                                                                                                                | IELTS                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                                                                                     | A2                                                                                                                                                                                                                                                          | 3                                                                                                        | 30-35                                                                                                                              | ≈3.5                                 |
| <b>Participate in short spoken discourse of immediate personal relevance for social and transactional purposes in familiar everyday situations.</b> | Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though they can't usually understand enough to keep a conversation going. | Can communicate basic information using simple sentences about immediate needs and personal experiences. | Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. | (no IELTS descriptor for half bands) |

## NZCEL Level 6

| GPO                                                                                                                   | CEFR                                                                                                                                                                                                                                                                                      | CLB                                                                                                                                                                                             | GSE                                                                                                | IELTS                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       | C1                                                                                                                                                                                                                                                                                        | 10                                                                                                                                                                                              | 76-80                                                                                              | 7.0                                                                                                                      |
| <b>Participate fluently, spontaneously and effectively in extended spoken discourse on a range of complex topics.</b> | Can express self fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contribution skilfully to those of other speakers. | Can communicate with increasing confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics. | Can express him/herself fluently and spontaneously without much obvious searching for expressions. | Has operational command of the language and can generally handle complex language well and understand detailed reasoning |

# Writing

## NZCEL Level 2

| GPO                                                               | CEFR                                                                                  | CLB                                                                                                                                                              | GSE                                                                                     | IELTS                                         |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------|
|                                                                   | Low B1                                                                                | 5                                                                                                                                                                | 43-46                                                                                   | 4.0                                           |
| <b>Write simple, connected texts on familiar everyday topics.</b> | Can write simple connected text on topics which are familiar or of personal interest. | Can write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience. | Can produce simple connected text on topics which are familiar or of personal interest. | Competence is limited to familiar situations. |

## Level 3 Applied / Academic

| GPO                                                                                                         | CEFR                                                                             | CLB                                                                                                                                                                                       | GSE                                                                                                                                                                | IELTS                              |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                                                                                             | Low B2                                                                           | 7                                                                                                                                                                                         | 59-62                                                                                                                                                              | 5.5                                |
| <b>Write clear connected texts on reasonably familiar topics relevant to the academic/ applied context.</b> | Can write clear, detailed text on a wide range of subjects related to interests. | Can write clear, moderately complex texts on familiar concrete topics within predictable, practical, and relevant contexts of daily social, educational and work-related life experience. | Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options | No IELTS descriptor for half bands |

# Reading

## NZCEL Level 3 General

| GPO                                                                                             | CEFR                                                                                                                                                                            | CLB                                                                                                                                              | GSE                                                                                                                             | IELTS                                          |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
|                                                                                                 | High B1                                                                                                                                                                         | 6                                                                                                                                                | 51-58                                                                                                                           | 5.0                                            |
| Understand main ideas and some specific details of written texts on reasonably familiar topics. | Can understand texts that consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters. | Understand an adequate range of moderately complex texts in predictable, practical and relevant social, educational and work-related situations. | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. | Copes with overall meaning in most situations. |

## NZCEL Level 5 Academic

| GPO                                                                                    | CEFR                                                                                                                            | CLB                                                                                                             | GSE                                                                                 | IELTS                              |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------|
|                                                                                        | High B2                                                                                                                         | 9                                                                                                               | 67-75                                                                               | 6.5                                |
| Understand, analyse, and evaluate complex written academic texts on a range of topics. | Can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. | Can understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics. | Can understand the main ideas of complex text on both concrete and abstract topics. | No IELTS descriptor for half bands |



## Other benchmarking resources

[Aligning the Canadian Language Benchmarks \(CLB\) to the Common European Framework of Reference \(CEFR\) \(2018\)](#)

[Introducing English Grammar Profile - Part 1 - Cambridge English](#)

[English Vocabulary Profile - Cambridge University Press](#)

[English Language Intensive Programme, Years 7-13 Resource \(2003\), National Migrant and Refugee Education Team - Ministry of Education](#)

[English Language Learning Progressions: A resource for mainstream and ESOL teachers \(2008\) - Ministry of Education](#)

[Guidelines for approval of New Zealand qualifications at levels 1– 6 for listing on the New Zealand Qualifications Framework](#)

[Table for internationally recognised English proficiency outcomes for international students](#)

## Resources to help identify levels of vocabulary and difficulty of reading, writing, and listening texts:

[Text Inspector](#)

[Text Analyzer](#)

[NGSL English Vocabulary Interactive Resource](#)

[New Academic Word List \(NAWL\)](#)

# Guidance to support assessment

## Sequence

There is no required sequence for the assessment of graduate outcomes.

## Context

Graduate outcomes and learning outcomes must be assessed via tasks relevant to the context of the learner and the purpose of the qualification. Tasks may be assessed in authentic or simulated situations.

Text types and assessment settings should reflect the context in which the programme leading to the qualification is being delivered, for example general, academic, or employment. See Section 5 for examples of text and discourses suitable for each context.

## Integrated approach

It is recommended that the assessment tasks are assessed using an integrated approach where appropriate. This approach involves assessing a range of English language skills as part of a unit of work. For example:

- Focusing on a particular topic relevant to learners and carrying out assessments in several skills on the same topic.
- Carrying out assessments on related tasks, such as undertaking a reading test involving a job advertisement, then writing a CV, and participating in a simulated job interview.



For examples on how to integrate assessments into a teaching and learning sequence, see the English Language and English for Academic Purposes Unit Standards Supporting Document.

## Independence

The assessor must be satisfied that the learner can independently demonstrate competence against programme standards of performance, ability or understanding. This means ensuring that evidence used for assessment purposes is the learner's own and has been produced without excessive assessor input or scaffolding. It also means meeting requirements for authenticity as outlined on the NZQA website.

[Authenticity - NZQA](#)

## Dictionaries

At all levels of NZCEL, monolingual or bilingual dictionaries may be used. It is important that dictionaries used by learners are at an appropriate level. If electronic dictionaries are used, assessors need to ensure that learners only have access to the dictionary function, and that devices do not compromise authenticity and independent demonstration of competence.

Guidance on assessment:

- Gathering Evidence of Learner Achievement
- Assessment Approaches
- Assessment opportunities
- [Further guidance on assessment](#)

## Generative AI (GenAI) guidance

GenAI technologies, such as chatbots, intelligent tutoring systems, and speech recognition software, are increasingly used to enhance language learning experiences, to provide tailored resources, promote autonomous learning and improve specific linguistic skills.

The Ministry of Education has developed policies and guidance to support teachers and school leaders to understand the potential opportunities, issues and risks associated with the use of GenAI tools.

[Guidance on generative AI - Ministry of Education](#)

GenAI gives us opportunities to enhance teaching and learning, but when it comes to assessment, its use needs to be restricted to ensure a learner's work is their own.

NZQA has guidance on AI and when its use is acceptable in assessment:

[Guidance on the acceptable use of Artificial Intelligence – NZQA](#)

[Guidance for generative AI in education and research - UNESCO](#)

**Artificial intelligence (AI)** refers to machines programmed to mimic human intelligence. AI is used to analyse data to recognise patterns and make predictions based on those patterns.

**Generative artificial intelligence (GenAI)** is a subset of AI. In response to human instructions or 'prompts', GenAI can create new content, such as text, images, video, audio, and code. It does this through being trained on very large collections of existing content – scraped from the internet and other sources. GenAI technologies are now revolutionary in the high quality of their content. It can be difficult to distinguish from human-generated content.

## Gathering evidence of learner achievement

There are a variety of approaches to collecting evidence of learner achievement of Graduate Profile Outcomes (GPOs). The choice of approach will depend on factors such as:

- the learning outcomes derived from the GPOs (see Glossary/Section 7)
- the context in which the programme is delivered
- the capacity and capability of assessors
- the learner profile(s).

## Evidence

In all approaches, assessment tasks must produce evidence for a specified learning outcome, meet the sufficiency requirements (see Section 6), and enable learners to demonstrate independent competence in the task without excessive scaffolding.

## Assessment Approaches

### Assessments delivered under test conditions

An assessment delivered under test conditions involves a learner completing tasks independently under supervision. There are controls over the resources the learner has access to, and how much time the learner has to complete the tasks.

The choice of appropriate task types for assessments delivered under test conditions is related to the learning outcomes and the context of the learners.

Some of the compulsory unit standard assessments at Level 3 Academic and 4 Academic must be undertaken under test conditions. Assessors and programme developers may also decide to carry out other assessments under these conditions to ensure authenticity.

## Naturally occurring evidence:

Naturally occurring evidence is evidence collected during activities within a learning programme, from a learner's work performance or their everyday life. The evidence is collected from activities in real contexts rather than from activities created for assessment purposes. The activities during which the naturally occurring evidence is collected must meet the sufficiency conditions for NZCEL assessments, and learners must show competence independently. As with all NZCEL assessment tasks, the evidence must be recorded for moderation purposes.

For example:

- Learners are having a discussion in the classroom and recording it for peer feedback on pronunciation. While monitoring the room, the tutor notices that some of the speaking samples being recorded provide evidence of the Graduate Profile Outcome for speaking.
- Learners are independently completing a writing task in class to share personal information with a new tutor. While reading the texts, the tutor notices that some of the writing samples provide evidence of the Graduate Profile Outcome for writing.
- A learner is preparing for work experience, and the careers advisor gives them practice interviews. The careers advisor records the practice interviews for the learner to reflect on. The learner submits the recordings to their English as an Additional Language (EAL) teacher and asks if they can be used as evidence of achieving one of the learning outcomes for speaking in their programme of study.
- The school invites a guest speaker to talk about community matters, and the class attends. After the talk, the learners write a summary of what they learnt. The tutor evaluates the summaries and determines that some of them can be used as evidence against one of the Graduate Profile Outcomes for listening.  
As the school recorded the speaker's visit to feature on their website, the tutor can analyse the length and complexity of the talk to ensure it meets NZCEL sufficiency guidelines.

## Portfolios of evidence:

A portfolio of evidence involves learners completing several writing, speaking, listening or reading tasks and submitting some or all of these as evidence of meeting a specific Learning Outcome.

For example:

- A learner writes multiple texts and receives feedback on each. The learner chooses one to submit as evidence of meeting a Learning Outcome.
- A learner engages in pair and/or group discussions in their English class or another class (where applicable). They record these discussions on their phone with verification from the classroom teacher that these opportunities occurred. They save these recordings digitally and indicate which discussions they want to submit to meet a particular Learning Outcome for speaking.
- Each week the learner engages in various independent reading tasks in and/or outside the classroom. In the classroom, they do a speed reading which tests reading comprehension, without the use of a dictionary. Out of class, the learner regularly reads a graded reader, a magazine on a topic of personal interest, and online news articles. They create a digital reading log of the texts and identify the main and supporting points of each one and submit this to meet a Learning Outcome for reading a range of text types.

## Assessment opportunities

With regard to resubmissions and further assessment opportunities, tertiary providers are required to follow their organisation's policies. In addition, any unit standard-based assessments must conform to NZQA rules for resubmissions and further assessment opportunities.

The following applies to unit standards and can also be used as a guide for best practice to ensure authenticity in assessment and demonstration of independent competence:

### Resubmissions

The learner is given the opportunity to correct minor mistakes in their assessment, without any further teaching and learning, and without specific feedback.

[Myth 4: Resubmissions - NZQA](#)

### Further assessment opportunities

The learner is given a new assessment task. Further teaching and learning will usually take place prior to a further assessment opportunity.

[Myth 5: Further assessment opportunities - NZQA](#)



## Resubmission of learner work

It is expected that assessors use professional judgement before offering a resubmission to a learner, bearing in mind that:

- a resubmission should be offered only where the assessor judges the learner capable of identifying and correcting the minor inaccuracies themselves.
- a resubmission must take place before the teacher gives any feedback to the whole class (or any learner) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- only general feedback should be given. Assessors should take care not to over-direct the learners. An example of general feedback is directing the learner to the particular performance criterion or criteria they did not meet.
- the learner must still be able to independently demonstrate competency against the unit standard.

## Notes

If the resubmission contains a lot of changes to the original assessment performance, or they are significant, it is not a resubmission.

Learners cannot resubmit a piece of work for the following English for Academic Purposes standards:

- 22749 Write a text under test conditions in English for an academic purpose
- 30507 Write a short text under test conditions in English for an academic purpose
- 22892 Listen to and process information from a spoken text in English for an academic purpose
- 30509 Listen to and process information about a familiar topic in a short, spoken text in English for an academic purpose

Learners who do not achieve these standards and wish to have another attempt, must be given a further assessment opportunity rather than a resubmission.

For listening assessments, learners cannot listen to the recording an additional time for resubmission purposes. They may be able to amend responses based on notes; otherwise, a further assessment opportunity should be provided.

# Types of discourse/texts for General, Academic and Employment contexts

NZCEL qualifications at Level 3, Level 4, and Level 5 enable language development in three settings: General, Academic, and Employment. Suggested examples of the types of discourse that can be taught and assessed at these different levels are tabled on the following pages.



| Skills    | Level 3                                                                                                                                                                                                                                                                                                                              | Level 4                                                                                                                                                                                                                                                                                                                                                                             | Level 5                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading   | <ul style="list-style-type: none"> <li>• Personal narratives</li> <li>• Instructions and procedures</li> <li>• Short descriptive texts</li> <li>• Email and letters (for familiar purposes, e.g. invitations, requesting information)</li> <li>• Advertisements, flyers</li> <li>• Short news articles</li> </ul>                    | <p>All suggested texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• Opinion texts</li> <li>• Descriptive essays</li> <li>• Instructional guides</li> <li>• short fiction</li> <li>• informal reports</li> <li>• blog posts / online articles</li> <li>• extended news articles</li> </ul> | <p>All suggested texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• persuasive essays</li> <li>• formal letters</li> <li>• short novels</li> <li>• opinion columns</li> <li>• informative texts</li> <li>• instructional texts/manuals</li> </ul>                    |
| Listening | <ul style="list-style-type: none"> <li>• simple dialogues, daily interactions, meetings</li> <li>• basic instructions and procedures e.g. recipes, using an appliance</li> <li>• short descriptions</li> <li>• announcements</li> <li>• short talks, broadcasts</li> </ul>                                                           | <p>All suggested oral texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• interviews on a specific topic</li> <li>• detailed instructions</li> <li>• podcasts</li> <li>• radio shows, news reports</li> </ul>                                                                              | <p>All suggested oral texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• speeches or debates</li> <li>• advanced instructions</li> <li>• documentaries</li> <li>• interview with experts</li> </ul>                                                                  |
| Speaking  | <ul style="list-style-type: none"> <li>• basic role plays of extended interactions (conversation with neighbours, government agencies, professionals, tradespeople)</li> <li>• simple descriptions (daily routine, a person, an event)</li> <li>• short presentations (e.g. about a favourite hobby, place, person, etc.)</li> </ul> | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• opinion sharing group discussions (agreeing or disagreeing on a topic)</li> <li>• debates on simple issues</li> <li>• interviews</li> <li>• short presentations on familiar and/or researched topics</li> </ul>  | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• presentations on researched topics including questions and answers</li> <li>• role-plays in formal situations</li> <li>• storytelling with complex structures</li> <li>• debates</li> </ul> |
| Writing   | <ul style="list-style-type: none"> <li>• simple personal narratives</li> <li>• basic instructions and procedures</li> <li>• short descriptions</li> <li>• informal emails/letters</li> <li>• personal blogs/diary entries</li> <li>• opinion pieces</li> </ul>                                                                       | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• essays (descriptive, opinion)</li> <li>• informal reports</li> <li>• writing blog posts on general topics</li> </ul>                                                                                             | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• persuasive essays</li> <li>• formal letters/emails</li> <li>• extended reports on a specific topic</li> <li>• reviews (film or book reviews)</li> </ul>                                     |

| Skills    | Level 3                                                                                                                                                                                                                                                                                                                                                | Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Level 5                                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading   | <ul style="list-style-type: none"> <li>• simple academic texts from textbooks on familiar topics</li> <li>• simple infographics/visuals with supporting texts (charts or tables)</li> <li>• summaries of articles (simpler versions of longer academic articles)</li> <li>• web-based materials</li> <li>• news articles on academic topics</li> </ul> | <p>All suggested texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• short academic texts explaining concepts or processes</li> <li>• short simple case studies related to academic fields</li> <li>• short research articles (simplified versions of research articles or abstracts with emphasis on main ideas and findings)</li> <li>• textbook articles/sections on a specific topic across different fields (e.g. basic economy, biology, etc.)</li> </ul> | <p>All suggested texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• academic journal articles</li> <li>• research papers / reports</li> <li>• textbook chapters</li> <li>• critical reviews</li> </ul>             |
| Listening | <ul style="list-style-type: none"> <li>• academic lectures</li> <li>• academic discussions</li> <li>• talks / presentations</li> <li>• interviews</li> </ul>                                                                                                                                                                                           | <p>All suggested oral texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• panel discussions</li> <li>• documentaries</li> <li>• interviews with experts</li> </ul>                                                                                                                                                                                                                                                                                              | <p>All suggested texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• seminars / webinars</li> <li>• podcasts</li> <li>• panel debates</li> </ul>                                                                    |
| Speaking  | <ul style="list-style-type: none"> <li>• small group work</li> <li>• oral presentations</li> <li>• interactions or negotiations in academic settings (with tutors/advisors or other students)</li> <li>• describing visuals</li> </ul>                                                                                                                 | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• debates / defending an opinion</li> <li>• longer presentations with more detailed information followed by questions and answers</li> </ul>                                                                                                                                                                                                                                            | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• academic debates</li> <li>• presentation on research, explaining data and supporting arguments with evidence</li> </ul>                   |
| Writing   | <ul style="list-style-type: none"> <li>• short paragraphs and essays</li> <li>• reports</li> <li>• summaries</li> <li>• reflective journals</li> <li>• note-taking</li> </ul>                                                                                                                                                                          | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• structured essays</li> <li>• summarising academic articles</li> </ul>                                                                                                                                                                                                                                                                                                                 | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• persuasive essays</li> <li>• research summaries</li> <li>• formal academic reports on case studies</li> <li>• critical reviews</li> </ul> |



## Employment

| Skills    | Level 3                                                                                                                                                                                                                                                         | Level 4                                                                                                                                                                                                                                                                                                                               | Level 5                                                                                                                                                                                                                                                                                                                                                        |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading   | <ul style="list-style-type: none"> <li>• job descriptions</li> <li>• workplace signs and notices</li> <li>• employee handbooks</li> <li>• emails/memos</li> <li>• manuals and instructions</li> <li>• news articles on employment related topics</li> </ul>     | <p>All suggested texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• company policies</li> <li>• performance evaluations</li> <li>• workplace reports</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• All suggested texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</li> <li>• technical documents</li> <li>• industry reports</li> <li>• proposals and business plans</li> </ul>                                                                                     |
| Listening | <ul style="list-style-type: none"> <li>• workplace dialogues</li> <li>• training videos</li> <li>• announcements</li> <li>• team meetings</li> <li>• instructions</li> <li>• job interviews</li> <li>• client conversations</li> <li>• presentations</li> </ul> | <p>All suggested oral texts from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• team meetings</li> <li>• briefings</li> </ul>                                                                                                                      | <p>All suggested texts from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• professional webinars / seminars</li> <li>• workshops</li> <li>• conference calls</li> <li>• advanced presentations and pitches</li> </ul>                                                 |
| Speaking  | <ul style="list-style-type: none"> <li>• workplace role-plays (interactions with clients, customers, colleagues)</li> <li>• job interviews</li> <li>• presentations</li> </ul>                                                                                  | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• team discussions</li> <li>• handling client inquiries (resolving issues, etc.)</li> </ul>                                                                          | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• leading meetings (setting agendas, guiding discussions, etc.)</li> <li>• negotiating role-plays (contact negotiations, etc.)</li> <li>• advanced presentations and pitches</li> </ul> |
| Writing   | <ul style="list-style-type: none"> <li>• CVs</li> <li>• application letters</li> <li>• procedures</li> <li>• reports</li> <li>• meeting minutes</li> <li>• emails</li> <li>• filling out forms</li> </ul>                                                       | <p>All suggested activities from Level 3 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• formal emails</li> <li>• report writing (sector analysis, project updates, etc.)</li> <li>• meeting minutes</li> <li>• blog posts (i.e. LinkedIn posts)</li> </ul> | <p>All suggested activities from Level 3 and 4 provided they are at the appropriate level and length, and may also include:</p> <ul style="list-style-type: none"> <li>• detailed reports</li> <li>• proposals</li> <li>• reviews (performance evaluations, etc.)</li> </ul>                                                                                   |



# Sufficiency and assessment guidance

Assessments for NZCEL have different requirements for different skills at different levels. Typically, texts and/or turns will be longer as learners progress through the NZCEL levels. The language and complexity of reading and listening texts and spoken and written output will also increase as learners progress through the NZCEL levels.

It is expected that providers will take steps to ensure the quality, accuracy, validity and reliability of their assessments. To determine this, providers may draw on internal expertise, external moderation, assessment support materials, and/or exemplars.

A summary of recommended text and task lengths is included in the table below. Further details on sufficiency and assessment guidelines can be found by clicking on the tabs below the table.



## Text and task lengths

|                           | Listening    | Reading                                   | Writing                                                                                        | Speaking                         |
|---------------------------|--------------|-------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Level 1 Foundation</b> | Not stated   | 50-150 words                              | Minimum 20 words                                                                               | At least 3 turns or 6 statements |
| <b>Level 1</b>            | 1-2 minutes  | 100-250 words                             | Minimum 75 words                                                                               | 45s to 2 minutes                 |
| <b>Level 2</b>            | 1-2 minutes  | 250-450 words                             | Minimum 120 words                                                                              | 2 to 4 minutes                   |
| <b>Level 3 General</b>    | 3-5 minutes  | 350-600 words                             | Minimum 200 words                                                                              | 3 to 5 minutes                   |
| <b>Level 3 Applied</b>    | 4-5 minutes  | 450-800 words                             | Minimum 300 words at the exit level                                                            | 4 to 6 minutes                   |
| <b>Level 3 Academic</b>   | 4-5 minutes  | 450-800 words                             | Minimum 300 words, (500 for EAP US 30508)                                                      | 4 to 6 minutes                   |
| <b>Level 4 General</b>    | 6-8 minutes  | Minimum 800 words                         | Minimum 400 words at the exit level                                                            | 6 to 10 minutes                  |
| <b>Level 4 Employment</b> | 6-8 minutes  | Minimum 800 words                         | Minimum 400 words at the exit level                                                            | 6 to 10 minutes                  |
| <b>Level 4 Academic</b>   | 6-8 minutes  | Minimum 800 words (1500 for EAP US 22751) | Minimum 400 for one text,<br>EAP US 22749 minimum 500 words,<br>EAP US 22750 minimum 800 words | 6 to 10 minutes                  |
| <b>Level 5 General</b>    | 8-10 minutes | Minimum 1500 words                        | Minimum 600 words                                                                              | 10 to 12 minutes                 |
| <b>Level 5 Employment</b> | 8-10 minutes | Minimum 1500 words                        | Minimum 600 words                                                                              | 10 to 12 minutes                 |
| <b>Level 5 Academic</b>   | 8-10 minutes | Minimum 1500 words                        | Minimum 600 words for one text,<br>Minimum 1000 words at the exit level text                   | 10 to 12 minutes                 |
| <b>Level 6 Advanced</b>   | 10 minutes   | Minimum 1500 words                        | Minimum 800 words at the exit level                                                            | 10 to 12 minutes                 |



NZCEL (Foundation)  
(Level 1)



NZCEL (Level 1)



NZCEL (Level 2)



NZCEL (General)  
(Level 3)



NZCEL (Applied)  
(Level 3)



NZCEL (Academic)  
(Level 3)



NZCEL (Academic)  
(Level 4)



NZCEL (Employment)  
(Level 4)



NZCEL (General)  
(Level 4)



NZCEL (Academic)  
(Level 5)



NZCEL (Employment)  
(Level 5)



NZCEL (General)  
(Level 5)



NZCEL (Advanced)  
(Level 6)

### LEVEL 1 FOUNDATION

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> very short basic oral texts on two different everyday common topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts include at least three points.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> very short basic texts on two different everyday common topics with high frequency words and phrases and/or basic sentences, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are between 50-150 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> very short basic texts on personal information, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 20 words.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> speaking tasks in familiar everyday situations on familiar and personal topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions consist of a minimum of three turns for each speaker (not counting greetings and farewells) and that monologues consist of at least 6 statements.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 1

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two short simple oral texts on two different predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 1-2 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two short simple texts on two different predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are between 100-250 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two short simple texts on predictable, everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 75 words.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two speaking tasks on familiar everyday topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 45 seconds and 2 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |



## LEVEL 2

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two straightforward oral texts on two different familiar everyday topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 1-2 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two straightforward texts on two different familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are between 250-450 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts on different familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 120 words.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two straightforward speaking tasks, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 2 to 4 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 3 General

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different reasonably familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 3-5 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different reasonably familiar topics assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are between 350-600 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts on two different reasonably familiar topics, assessed on separate occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 200 words.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two speaking tasks on reasonably familiar topics, assessed on different occasions. One of these must produce evidence for the graduate outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 3 to 5 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 3 Applied

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> oral texts, on two different reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 4-5 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> texts on different, reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are between 450-800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> texts on different, reasonably familiar topics, relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 300 at the exit level text.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> speaking tasks on reasonably familiar topics relevant to the applied context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 4 to 6 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 3 Academic

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, including the unit standard(s), on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 30509 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP unit standard 30509 text must be a minimum of 5 minutes in length. It is recommended that texts for other assessments are approximately 4-5 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, including the unit standard(s), on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 30511 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP unit standard 30511, texts must be at least 800 words in total. It is recommended that texts for other assessments are between 450-800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of three texts, including the unit standards, on at least two different, reasonably familiar topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 30507 and EAP Unit Standard 30508 must be used as two of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP unit standard 30507 texts must be a minimum of 300 words and for the mandatory EAP unit standard 30508 texts must be a minimum of 500 words. It is recommended that the remaining text is a minimum of 300 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>The mandatory EAP unit standard 30507 must be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two speaking tasks, including the unit standard(s), on reasonably familiar topics relevant to the academic context, assessed on different occasions.</li> <li>EAP Unit Standard 30510 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP unit standard 30510, the monologue must be at least 5 minutes in duration. It is recommended that other assessments are approximately 4 to 6 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 4 General

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 6-8 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 400 words at the exit level.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 6 to 10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |



## LEVEL 4 Employment

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 6-8 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are minimum of 400 words at the exit level.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 6 to 10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 4 Academic

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> oral texts, including the unit standard(s), on at least two different topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 22892 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP unit standard 22892 the text must be a minimum of 8 minutes in length. It is recommended that each text is approximately 6-8 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> texts, including the unit standard(s), on at least two different topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 22751 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP Unit Standard 22751, text must be at least 1500 words. It is recommended that texts for other assessments are a minimum of 800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>three</b> texts, including the unit standards, on at least two different topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 22749 and EAP Unit Standard 22750 must be used as two of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP Unit Standard 22749, text must be a minimum of 500 words. For the mandatory EAP Unit Standard 22750, text must be at least 800 words. It is recommended that the text for other assessment is a minimum of 400 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>The mandatory EAP Unit Standard 22749 must be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of <b>two</b> tasks, including the unit standard(s), on at least two different topics relevant to the academic context, assessed on separate occasions.</li> <li>EAP Unit Standard 22891 must be used as one of the texts, providing evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>For the mandatory EAP Unit Standard 22891, the presentation must be at least 8 minutes. It is recommended that other monologues and interactions are between 6 to 10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 5 General

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 8-10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 1500 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the text at the exit level is a minimum of 600 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 10 to 12 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 5 Employment

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 8-10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 1500 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the text at the exit level is a minimum of 600 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 10 to 12 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

## LEVEL 5 Academic

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 8-10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 1500 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the text at the exit level is a minimum of 1000 words. Other text(s) can be a minimum of 600 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two tasks, on two different topics, relevant to the academic context, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 10 to 12 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |



## LEVEL 6 Advanced

| Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two oral texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that each text is approximately 10 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Listening texts must be repeated once only.</li> <li>Texts may be supported by video or other visuals, but these must not include large amounts of written texts.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the texts are a minimum of 1500 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>Responses can be written, oral, or by non-verbal demonstration.</li> <li>Texts may be supported by visuals where appropriate.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two texts, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that the text at the exit level is a minimum of 800 words.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>One text to be assessed under test conditions.</li> </ul> | <p>Number of assessments:</p> <ul style="list-style-type: none"> <li>A minimum of two tasks, on two different topics, assessed on separate occasions. At least one task must produce evidence for the graduate profile outcome at the exit level. The other task(s) can be relatively simpler and used as evidence to demonstrate progress towards proficiency.</li> </ul> <p>Length:</p> <ul style="list-style-type: none"> <li>It is recommended that interactions and monologues are between 10 to 12 minutes in duration.</li> </ul> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>At least one task must be an interaction, and one must be a presentation.</li> <li>Speaking assessments should be undertaken with minimal reference to written materials. Written support for interactions may include details such as price lists and essential information but should not include text that can be used as a script for the interaction. Written support for presentations may include cue cards. If visuals are used, these should include only a minimal amount of written text.</li> </ul> |

# Understanding the Graduate Profile Outcomes

Graduate Profile Outcomes, Learning Outcomes, and Performance Criteria  
Graduate Profile Outcomes (GPOs, see Section 3), Learning Outcomes (LOs), and Performance Criteria (PCs) are essential aspects of programme design. Each of these has a different purpose at a different stage of programme and assessment design.

Every NZCEL qualification has four GPOs, one each for listening, speaking, reading, and writing.



|                        | Graduate Profile Outcomes                                                                                                                                                                                                                                                  | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                        | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Owner / creator</b> | <ul style="list-style-type: none"> <li>GPOs are created by the qualification owner (NZQA).</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>LOs are created by the programme provider and are approved by NZQA.</li> </ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>PCs are created by the programme provider and are typically approved by the provider as part of a pre-teaching moderation process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Purpose</b>         | <ul style="list-style-type: none"> <li>To identify graduate attributes for stakeholders.</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>To identify target outcomes to be taught, learnt and assessed.</li> </ul>                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>To identify the particular skills, language and performance levels required of each learning outcome at that level.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Details</b>         | <ul style="list-style-type: none"> <li>There are four GPOs for each NZCEL qualification, one for each skill.</li> <li>Every provider has the same GPOs for the same qualifications. GPOs cannot be changed by the provider, only by NZQA as part of any review.</li> </ul> | <ul style="list-style-type: none"> <li>There will typically be two or three (but may be more) appropriate LOs for each GPO.</li> <li>LOs provide a clear focus for teaching, learning and assessment.</li> <li>LOs provide evidence of whether a GPO has been met.</li> <li>LOs may be changed by a provider, but any changes must be approved by NZQA before implementation.</li> </ul> | <ul style="list-style-type: none"> <li>There will typically be a range of appropriate PC for each learning outcome.</li> <li>PC provide a clear focus for what is taught, learned and assessed.</li> <li>PC are used to evaluate and to provide evidence of whether a LO has been achieved.</li> <li>Different LOs will have different PC.</li> <li>Where possible, one PC should not be duplicated across multiple LOs.</li> <li>PC may be changed by a provider as part of a provider's ongoing moderation process.</li> <li>For EL and EAP unit standards, PC are already determined and therefore cannot be changed by the provider.</li> </ul> |

Providers should use GPOs to help them develop suitable learning outcomes for their programmes. Once Learning Outcomes have been determined, Performance Criteria can be identified to direct specific areas of teaching, learning and assessment.

Note that for English Language (EL) and English for Academic Purposes (EAP) Unit Standards, Learning Outcomes and Performance Criteria are already set and cannot be changed by users. The below examples are a guide only:

| Level                            | Graduate Profile Outcome                                                                                       | Learning Outcomes                                                                                                                                            | Performance Criteria                                                                                                                 |
|----------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| NZCEL<br>(Level 2)               | Write simple, connected texts on familiar everyday topics.                                                     | Write straightforward connected texts on a range of familiar topics.                                                                                         | Write on the topic and use appropriate vocabulary.                                                                                   |
|                                  |                                                                                                                |                                                                                                                                                              | Use reasonably accurate grammar.                                                                                                     |
|                                  |                                                                                                                |                                                                                                                                                              | Write at least 120 words.                                                                                                            |
|                                  |                                                                                                                | Write narratives and descriptions on straightforward topics using connected paragraphs.                                                                      | Use simple structures with accuracy.                                                                                                 |
|                                  |                                                                                                                |                                                                                                                                                              | Use some complex structures with reasonable accuracy.                                                                                |
|                                  |                                                                                                                |                                                                                                                                                              | Use verb tenses and forms mostly accurately.                                                                                         |
|                                  |                                                                                                                |                                                                                                                                                              | Use some conjunctions and/or linking words to connect sentences and paragraphs mostly accurately.                                    |
|                                  |                                                                                                                |                                                                                                                                                              | Use basic punctuation correctly.                                                                                                     |
|                                  |                                                                                                                |                                                                                                                                                              | Spell basic and most frequent words correctly.                                                                                       |
|                                  |                                                                                                                |                                                                                                                                                              | Write at least 120 words.                                                                                                            |
|                                  |                                                                                                                | Write short simple texts for practical purposes, for example instructions, reports, sequence of events, and/or articles.                                     | Write with a clear purpose using appropriate vocabulary.                                                                             |
|                                  |                                                                                                                |                                                                                                                                                              | Follow a logical sequence.                                                                                                           |
|                                  |                                                                                                                |                                                                                                                                                              | Use learnt language patterns correctly.                                                                                              |
|                                  |                                                                                                                |                                                                                                                                                              | Use reasonably accurate structures.                                                                                                  |
| NZCEL<br>(Advanced)<br>(Level 6) | Participate fluently, spontaneously and effectively in extended spoken discourse on a range of complex topics. | Participate and engage spontaneously in an extended conversation on a complex topic, including proposing and recommending solutions to problems.             | Respond to prompts with fluency and spontaneity.                                                                                     |
|                                  |                                                                                                                |                                                                                                                                                              | Identify possible solutions to problems.                                                                                             |
|                                  |                                                                                                                |                                                                                                                                                              | Language control is appropriate to the level and the task.                                                                           |
|                                  |                                                                                                                | Demonstrate ability to express ideas and informed opinions with precision, presenting and responding to complex lines of argument convincingly and fluently. | Maintains long turns with appropriate pace, continuity and fluency.                                                                  |
|                                  |                                                                                                                |                                                                                                                                                              | Express viewpoint(s) effectively and clearly.                                                                                        |
|                                  |                                                                                                                |                                                                                                                                                              | Respond to ideas of others appropriately.                                                                                            |
|                                  |                                                                                                                |                                                                                                                                                              | Use turn-taking strategies effectively.                                                                                              |
|                                  |                                                                                                                |                                                                                                                                                              | Language control is appropriate to the level and the task.                                                                           |
|                                  |                                                                                                                | Give an effective oral presentation on concrete and/or abstract topics based on research.                                                                    | Deliver a coherent presentation relevant to the topic, supported by appropriate and engaging visuals, acknowledging source material. |
|                                  |                                                                                                                |                                                                                                                                                              | Use grammar and vocabulary that is accurate and appropriate to the topic.                                                            |
|                                  |                                                                                                                |                                                                                                                                                              | Show effective use of a range of pronunciation features.                                                                             |

# Glossary: Graduate profile outcome terms

## Topics and areas:

**Areas of most immediate need** refers to the topics and situations that are the most important to learners' daily lives.

**Common everyday situations** refer to situations that the learner comes across very often in their day-to-day life. This can include situations in the classroom as well as situations in their lives outside the classroom context.

**Complex academic topics** refer to topics that require some knowledge of a particular academic field and relevant academic vocabulary.

**Complex and technical topics** refer to topics that require some knowledge of a particular academic field and relevant academic and specialised vocabulary.

**Everyday topics** refer to topics that are well-known and relevant to the learner.

**Familiar** refers to topics that are well-known and relevant to the learner.

**Familiar everyday topics** refer to topics that are well-known and relevant to the learner, and applicable to their everyday lives.

**Familiar everyday situations** refer to situations that the learner comes across in their day-to-day life. This can include situations in the classroom as well as situations in their lives outside the classroom context.

**Immediate personal relevance** refers to topics and situations that are relevant to the learner's own daily life.

**Personal information** refers to information that relates to the learner's

own daily life such as personal identification details, family, home.

**Personal topics** refer to topics that relate to the learner's own daily life such as personal identification details, family, home.

**Range of complex topics** refer to abstract and specialised topics that are not limited to a narrow field of knowledge.

**Reasonably familiar topics** refer to topics that the learner has come across previously but in which they are still building their understanding.

**Specific familiar information** refers to information that is known and/or relevant to the learner.

**Wide range of topics** refer to topics beyond those of immediate relevance or familiarity.

## Complexity:

**Clear connected texts** refer to texts that present ideas in a way that flows and does not place a strain on the reader.

**Complex texts** refer to texts which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

**Connected texts** refer to texts that use a range of conjunctions and other connectors to explicitly link facts and/or ideas.

**Detailed, developed, moderately complex texts** refer to texts which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

**Detailed, developed, moderately complex academic texts** refer to texts of an academic nature which include inter-related facts and/or ideas which are developed through the text and communicated using complex sentence structures.

**Extended spoken discourse** refers to interactions where topics are sustained and linked across a series of longer turns, and to monologues where ideas are well-developed, extended, and presented coherently.

**Moderately complex** refers to texts that include a mix of straightforward and more complex elements.

**Short spoken discourse** refers to interactions and monologues that are sustained for a short period of time.

**Simple texts** refer to texts that include a number of ideas presented in simple and compound sentences and may include single words and phrases.

**Simple connected texts** use a limited range of conjunctions and other connectives to explicitly link facts and/or ideas.

**Simple everyday texts** refer to texts that use basic language using a limited range of conjunctions and other connectives to explicitly link facts and ideas.

**Simple isolated phrases and sentences** refers to phrases and sentences that are not necessarily linked.

**Simple phrases** refer to word phrases and number phrases, such as dates.

**Simple sentences** refer to sentences that contain a subject and a verb, which may also have an object and modifiers, and which contain only one independent clause.

**Simple spoken discourse** refers to interactions and monologues that use basic language, including learnt language patterns.

**Straightforward spoken discourse** refers to interactions and monologues which are uncomplicated, for example interactions requiring simple and direct exchanges in familiar situations.

**Straightforward written texts** refer to texts which are uncomplicated in terms of their content and structure. Such texts do not require learners to infer meaning.

**Sustained spoken discourse** refers to interactions maintained for an extended time with appropriate turn-taking strategies and monologues that are developed and well sequenced.

**Well-constructed, complex extended texts** refer to texts that are structured effectively and appropriately for the context, and which extend ideas and communicate these coherently using complex structures.

**Well-structured, extended, accurate written texts with synthesis and critique of relevant sources** refer to texts with accurate language and an effective structure that extends arguments and ideas at some length with subsidiary points, reasons and relevant examples. The texts not only refer to external sources to support the argument but synthesise and critique ideas from these sources.



## Fluency:

**Fluency** refers to a smooth flow of language with few unnatural pauses.

**Increasing independence** refers to being able to participate in spoken situations with minimal adjustment and facilitation from the interlocutor and with minimal reliance on pre-learnt language patterns.

**Increasing fluency** refers to speech with few disruptions to overall fluency.

**Participate effectively** refers to clearly presenting ideas and arguments and appropriately employing interactive strategies.

**Participate flexibly** refers to the ability to adjust speech and expressions to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

**Participate fluently, spontaneously and effectively** refers to the ability to use a smooth flow of language with few unnatural pauses, clearly presenting ideas and arguments and appropriately even in unprepared situations, adjusting speech and expressions to the situation and the recipient.

**Reasonable fluency** refers to speech with only some disruptions to overall fluency.

## Understanding:

**Gist** refers to identifying the overall meaning of a text as a whole. It involves asking the question “What is this text as a whole about?” It may involve skimming, avoiding details and omitting or giving less attention to some sections of the text.

**Key points** refer to the most important information in the texts.

**Main ideas** refer to the central thought of a text or larger section of a text.

**Specific details** refer to the discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses, URLs. Specific details are often expressed as nouns and adjectives.

**Supporting details** refer to additional information that explains, develops or illustrates the speaker’s main idea, for example reasons, causes, examples.

# English Language (EL) and English for Academic Purposes (EAP) Unit Standards

Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs)

## Unit Standards:

- [English Language - NZQA](#)
- [English for Academic Purposes - NZQA](#)

## Assessment Support Materials:

- [English Language assessment support material - NZQA](#)
- [English for Academic Purposes assessment support material - NZQA](#)



## Reading

| <b>Foundation GPO:</b>                                                                                                                          | <b>Level 1 GPO:</b>                                                                                                                   | <b>Level 2 GPO:</b>                                                                                                                          | <b>Level 3 General GPO:</b>                                                                                                            | <b>Level 3 Applied GPO**:</b>                                                                                                                                                                                             | <b>Level 3 Academic GPO:</b>                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand familiar written words and phrases for the most common everyday situations.                                                          | Understand specific familiar information in simple everyday written texts.                                                            | Understand the gist and key points in straightforward written texts on familiar everyday topics.                                             | Understand main ideas and some specific details of written texts on reasonably familiar topics.                                        | Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the applied context.                                                                        | Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the academic context.                           |
| <b>Unit 30993</b><br><b>5 credits</b><br>Read and understand basic English language words and phrases in a common everyday written text.        | <b>Unit 30994</b><br><b>5 credits</b><br>Read and understand a simple English language written text in an everyday context.           | <b>Unit 30995</b><br><b>5 credits</b><br>Read and understand a straightforward English language written text on a familiar topic.            | <b>Unit 30997</b><br><b>5 credits</b><br>Read and understand an English language written text on a familiar topic<br><br><b>Graded</b> | <b>Unit 30996</b><br><b>5 credits</b><br>Read and understand a moderately complex text in an applied context<br><br><b>Note: This standard will expire and not be replaced. Last date for assessment 31 December 2027</b> | <b>Unit 30511 EAP***</b><br><b>6 credits</b><br>Read and process information on a familiar topic in English for academic purposes<br><br>Mandatory for Level 3 NZCEL Academic |
| <b>Unit 31000</b><br><b>10 credits</b><br>Read and understand basic English language written information for common everyday practical purposes | <b>Unit 31001</b><br><b>5 credits</b><br>Read and understand a simple English language written text for an everyday practical purpose | <b>Unit 31002</b><br><b>5 credits</b><br>Read and understand a straightforward English language written text for a routine practical purpose | <b>Unit 31004</b><br><b>5 credits</b><br>Read and understand an English language written text for a practical purpose                  | <b>Unit 31003</b><br><b>5 credits</b><br>Read and understand an English language written text for a practical purpose in an applied context                                                                               |                                                                                                                                                                               |
|                                                                                                                                                 | <b>Unit 31005</b><br><b>5 credits</b><br>Read and understand a range of simple English language written texts independently           | <b>Unit 31006</b><br><b>5 credits</b><br>Read and understand a range of straightforward English language written texts independently         | <b>Unit 31008</b><br><b>5 credits</b><br>Read and understand a range of English language written texts independently                   | <b>Unit 31007</b><br><b>5 credits</b><br>Read and make connections independently across moderately complex English language written texts independently in an employment context                                          |                                                                                                                                                                               |

CEFR\* = Common European Framework of Reference

Level 3 GPO\*\* = For the Level 3 Applied community and employment contexts, the standards aligned to the reading GPO are: 31003 and 31007.

For the Level 3 Applied academic context, the standards are: 31003, 31007 and 30511.

EAP\*\*\* = English for Academic Purposes.

Note: Each NZCEL GPO is worth 15 credits

## Reading

| <b>Level 4 General GPO:</b><br>Understand main ideas and supporting details of moderately complex written texts of a general nature. | <b>Level 4 Employment GPO:</b><br>Understand main ideas and supporting details of complex written texts in employment contexts.                           | <b>Level 4 Academic GPO:</b><br>Understand main ideas and supporting details of moderately complex written academic texts.                                     |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 30999</b><br><b>10 credits</b><br>Read and understand moderately complex English language written texts.                     | <b>Unit 30999</b><br><b>10 credits</b><br>Read and understand moderately complex English language written texts.                                          | <b>Unit 30998</b><br><b>5 credits</b><br>Read and understand a moderately complex English language academic written text.                                      |
| <b>Unit 31011</b><br><b>5 credits</b><br>Read and understand a range of extended English language written texts independently        | <b>Unit 31010</b><br><b>5 credits</b><br>Read and make connections across extended English language written texts independently in an employment context. | <b>Unit 31009*</b><br><b>5 credits</b><br>Read and evaluate a range of extended English language written texts independently for an academic research question |
|                                                                                                                                      |                                                                                                                                                           | <b>Unit 22751 EAP</b><br><b>6 credits</b><br>Read and process information in English for academic purposes<br>Mandatory for Level 4 NZCEL Academic             |

Unit 31009\* = This unit standard was developed to encourage wide-reading at this level. It is optional for Level 4 Academic reading GPO.  
Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs)

Completion of the unit standards below can lead towards meeting the requirements for the NZCEL qualification.

## Writing

| <b>Foundation GPO:</b><br>Write simple isolated phrases and sentences giving personal information.                               | <b>Level 1 GPO:</b><br>Write short simple texts relating to personal and everyday topics.                         | <b>Level 2 GPO:</b><br>Write simple, connected texts on familiar everyday topics.                              | <b>Level 3 General GPO:</b><br>Write connected texts on reasonably familiar topics.                                      | <b>Level 3 Applied GPO*:</b><br>Write clear connected texts on reasonably familiar topics relevant to the applied context. | <b>Level 3 Academic GPO:</b><br>Write clear connected texts on reasonably familiar topics relevant to the academic context.                                                |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 31030</b><br><b>5 credits</b><br>Write phrases and simple sentences on a personal topic in English language              | <b>Unit 27996</b><br><b>5 credits</b><br>Write a simple text on an everyday topic in English language             | <b>Unit 27999</b><br><b>5 credits</b><br>Write a simple connected text on a familiar topic in English language | <b>Unit 28068</b><br><b>5 credits</b><br>Write a connected text on a familiar topic in English language<br><b>Graded</b> | <b>Unit 31033</b><br><b>5 credits</b><br>Write a clear connected text in an applied context in English language            | <b>Unit 30507 EAP</b><br><b>5 credits</b><br>Write a short text under test conditions in English for an academic purpose<br>Mandatory for Level 3 NZCEL Academic           |
| <b>Unit 31041</b><br><b>5 credits</b><br>Write a basic text for a practical purpose related to personal need in English language | <b>Unit 27997</b><br><b>5 credits</b><br>Write a simple text for a practical everyday purpose in English language | <b>Unit 28000</b><br><b>5 credits</b><br>Write a simple text for a practical purpose in English language       | <b>Unit 28069</b><br><b>5 credits</b><br>Write a text for a practical purpose in English language<br><b>Graded</b>       | <b>Unit 31044</b><br><b>5 credits</b><br>Write a text for a practical purpose in an applied context in English language    | <b>Unit 30508 EAP</b><br><b>6 credits</b><br>Write a short crafted text using resource material in English for an academic purpose<br>Mandatory for Level 3 NZCEL Academic |
| <b>Unit 31036</b><br><b>5 credits</b><br>Complete a basic form with personal information in English language                     | <b>Unit 27998</b><br><b>5 credits</b><br>Complete a simple form with personal information in English language     | <b>Unit 28001</b><br><b>5 credits</b><br>Complete a form in English language                                   | <b>Unit 28070</b><br><b>5 credits</b><br>Write a response for a specific purpose in English language<br><b>Graded</b>    |                                                                                                                            |                                                                                                                                                                            |

Level 3 GPO\* = For the Level 3 Applied community and employment contexts, the standards aligned to the writing GPO are: 31033 and 31044. To make up the 15 credits required for this GPO, providers can use these two standards, **and an internally developed assessment worth 5 credits.**

For the Level 3 Applied academic context, the standards are: 31044, 30508 and 30507.

Note: Each NZCEL GPO is worth 15 credits.

## Writing

| <b>Level 4 General GPO:</b><br>Write detailed, developed, moderately complex texts of a general nature.        | <b>Level 4 Employment GPO:</b><br>Write detailed, developed, complex texts in employment contexts.                                   | <b>Level 4 Academic GPO:</b><br>Write detailed, developed, moderately complex academic texts.                                                                          |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 31035</b><br><b>15 credits</b><br>Write moderately complex texts on general topics in English language | <b>Unit 31046</b><br><b>15 credits</b><br>Write a range of texts for practical purposes in an employment context in English language | <b>Unit 31040</b><br><b>5 credits</b><br>Write an evaluation for a specific purpose in an academic context in English language                                         |
|                                                                                                                |                                                                                                                                      | <b>Unit 22749 EAP</b><br><b>5 credits</b><br>Write a text under test conditions in English for an academic purpose<br>Mandatory for Level 4 NZCEL Academic             |
|                                                                                                                |                                                                                                                                      | <b>Unit 22750 EAP</b><br><b>6 credits</b><br>Write a crafted text using researched material in English for an academic purpose<br>Mandatory for Level 4 NZCEL Academic |



## Speaking

### Unit standards mapped to NZ Certificates in English Language (NZCEL) graduate profile outcomes (GPOs)

| <b>Foundation GPO:</b><br>Participate in simple spoken discourse with familiar people on familiar and personal topics in areas of most immediate need. | <b>Level 1 GPO:</b><br>Participate in short spoken discourse of immediate personal relevance for social and transactional purposes in familiar everyday situations. | <b>Level 2 GPO:</b><br>Participate in straightforward spoken discourse on familiar everyday topics.                            | <b>Level 3 General GPO:</b> Participate with reasonable fluency in spoken discourse on most familiar topics.                    | <b>Level 3 Applied GPO*:</b> Participate with increasing independence and fluency in sustained spoken discourse on reasonably familiar topics relevant to the applied context. | <b>Level 3 Academic GPO:</b> Participate with increasing independence and fluency in sustained spoken discourse on reasonably familiar topics relevant to the academic context. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 31024<br/>5 credits</b><br>Present basic information on an everyday personal topic in English language                                         | <b>Unit 31025<br/>5 credits</b><br>Present simple information on an everyday familiar topic in English language                                                     | <b>Unit 31026<br/>5 credits</b><br>Present information on a familiar topic in English language                                 | <b>Unit 31027<br/>5 credits</b><br>Deliver a developed presentation on a familiar topic in English language<br><b>Graded</b>    | <b>Unit 31015<br/>5 credits</b><br>Participate in a moderately complex spoken interaction in an applied context in English language                                            | <b>Unit 30510 EAP<br/>5 credits</b><br>Deliver a short oral presentation in English for an academic purpose<br><br>Mandatory for Level 3 NZCEL Academic                         |
| <b>Unit 31012<br/>10 credits</b><br>Participate in basic everyday spoken interactions in English language                                              | <b>Unit 31013<br/>10 credits</b><br>Participate in simple everyday spoken interactions in English language                                                          | <b>Unit 31014<br/>5 credits</b><br>Participate in a straightforward spoken interaction on a familiar topic in English language | <b>Unit 31016<br/>5 credits</b><br>Participate in a spoken interaction on a familiar topic in English language<br><b>Graded</b> | <b>Unit 31021<br/>5 credits</b><br>Participate in a formal interview in an applied context in English language                                                                 |                                                                                                                                                                                 |
|                                                                                                                                                        |                                                                                                                                                                     | <b>Unit 31020<br/>5 credits</b><br>Participate in an interview on a familiar topic in English language                         | <b>Unit 28062<br/>5 credits</b><br>Participate in a formal interview in English language<br><b>Graded</b>                       |                                                                                                                                                                                |                                                                                                                                                                                 |

Level 3 GPO\* = For the Level 3 Applied community and employment contexts, the standards aligned to the speaking GPO are 31015 and 31021. To make up the 15 credits required for this GPO, providers can use these two standards, **and an internally developed assessment worth 5 credits.**

For the Level 3 Applied academic context, the standards aligned to this GPO are listed above.

Note: Each NZCEL GPO is worth 15 credits.

## Speaking

| <b>Level 4 General GPO:</b><br>Participate effectively in sustained spoken discourse for social and transactional purposes. | <b>Level 4 Employment GPO:</b><br>Participate effectively in sustained spoken discourse in employment contexts.              | <b>Level 4 Academic GPO:</b><br>Participate effectively in sustained spoken discourse in academic contexts.                                      |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 31029</b><br><b>5 credits</b><br>Deliver a developed and sustained presentation in English language                 | <b>Unit 31028</b><br><b>5 credits</b><br>Present workplace information to a specified audience in English language           | <b>Unit 22891</b><br><b>5 credits</b><br>Deliver an oral presentation in English for an academic purpose<br>Mandatory for Level 4 NZCEL Academic |
| <b>Unit 31019</b><br><b>10 credits</b><br>Participate in sustained spoken interactions in English language                  | <b>Unit 31018</b><br><b>5 credits</b><br>Negotiate a complex spoken transaction in an employment context in English language | <b>Unit 31017</b><br><b>10 credits</b><br>Participate in sustained discussions in an academic context in English language                        |
|                                                                                                                             | <b>Unit 31023</b><br><b>5 credits</b><br>Participate in a sustained formal interview in English language                     |                                                                                                                                                  |

## Listening

| <b>Foundation GPO:</b>                                                                                                                      | <b>Level 1 GPO:</b>                                                                                                                                 | <b>Level 2 GPO:</b>                                                                                                                           | <b>Level 3 General GPO:</b>                                                                                                                          | <b>Level 3 Applied GPO*:</b>                                                                                                                      | <b>Level 3 Academic GPO:</b>                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand familiar spoken words and very basic phrases for the most common everyday situations.                                            | Understand frequently used spoken expressions and simple spoken discourse on areas of immediate personal relevance in familiar everyday situations. | Understand the gist and key points in straightforward spoken discourse, oral texts and exchanges on familiar everyday topics.                 | Understand main ideas and some specific details of oral texts on reasonably familiar topics.                                                         | Understand main ideas and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the applied context.   | Understand main ideas and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the academic context.                                                            |
| <b>Unit 30978</b><br><b>10 credits</b><br>Listen to and understand basic English language spoken texts in common everyday situations.       | <b>Unit 30979</b><br><b>10 credits</b><br>Listen to and understand simple English language spoken texts in everyday situations.                     | <b>Unit 30980</b><br><b>5 credits</b><br>Listen to and understand a straightforward English language spoken text on a familiar topic.         | <b>Unit 30982</b><br><b>5 credits</b><br>Listen to understand an English language spoken text on a familiar topic.<br><br><b>Graded</b>              | <b>Unit 30981</b><br><b>5 credits</b><br>Listen to and understand a moderately complex English language spoken text in an applied context.        | <b>Unit 30509 EAP</b><br><b>5 credits</b><br>Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose<br><br>Mandatory for Level 3 NZCEL Academic |
| <b>Unit 30983</b><br><b>5 credits</b><br>Listen to and understand basic English language spoken instructions in common everyday situations. | <b>Unit 30984</b><br><b>5 credits</b><br>Listen to and understand simple English language spoken instructions in everyday situations.               | <b>Unit 30985</b><br><b>5 credits</b><br>Listen to and understand straightforward English language spoken instructions in a familiar context. | <b>Unit 30987</b><br><b>5 credits</b><br>Listen to and understand English language spoken instructions in a familiar context.                        | <b>Unit 30986</b><br><b>5 credits</b><br>Listen to and understand moderately complex English language spoken instructions in an applied context.  |                                                                                                                                                                                                             |
|                                                                                                                                             |                                                                                                                                                     | <b>Unit 30988</b><br><b>5 credits</b><br>Listen to and understand a straightforward English language spoken interaction on a familiar topic.  | <b>Unit 30990</b><br><b>5 credits</b><br>Listen to and understand an English language spoken interaction in a familiar context.<br><br><b>Graded</b> | <b>Unit 30989</b><br><b>5 credits</b><br>Listen to and understand a moderately complex English language spoken interaction in an applied context. |                                                                                                                                                                                                             |

Level 3 GPO\* = For the Level 3 Applied community and employment contexts, the standards aligned to the listening GPO are 30981, 30986 and 30989. For the academic context, the standards are 30986, 30989 and 30509. Note: Each NZCEL GPO is worth 15 credits.

## Listening

| <b>Level 4 General GPO:</b><br>Understand main ideas and supporting details of moderately complex oral texts for social and transactional purposes. | <b>Level 4 Employment GPO:</b><br>Understand main ideas and supporting details of complex oral texts in employment contexts. | <b>Level 4 Academic GPO:</b><br>Understand main ideas and supporting details of moderately complex oral academic texts.                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 30992</b><br><b>15 credits</b><br>Listen to and understand complex English language spoken texts.                                           | <b>Unit 30992</b><br><b>15 credits</b><br>Listen to and understand complex English language spoken texts.                    | <b>Unit 30991</b><br><b>10 credits</b><br>Listen to and understand formal English language spoken texts in an academic context.                                              |
|                                                                                                                                                     |                                                                                                                              | <b>Unit 22892 EAP</b><br><b>5 credits</b><br>Listen to and process information from a spoken text in English for an academic purpose<br>Mandatory for Level 4 NZCEL Academic |