



English – Speaking, Listening and Communication

Entry Level 2

Overview

This document provides the outline of an assessment activity that should be used to assess learner ability in speaking, listening and communication in accordance with the Functional Skills standards. The outline provides a framework and structure for the activity but does not specify a context. Tutors are able to choose topics that are relevant and engaging for their learners.

An assessment record is also supplied which must be used by the assessor to confirm whether or not the learner has met the required standard.

At Entry Level 2 this requires the learner to:

- Participate in discussions and exchanges about familiar topics, making active contributions with one or more people in familiar situations.

The standards state that the learner will:

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simply feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straightforward questions
- Follow the gist of discussions

Assessment Activity

At Entry 2 learners should participate in one conversation with one or more familiar people on a topic they are comfortable with.

Structure

- The assessor explains the activity verbally to the learners
- Each learner chooses a topic
- Each learner gives an overview of their topic
- Each learner should ask two, or more, questions about what the other learner has said

The assessor must make sure that each learner has the opportunity to participate fully in the task and meet the standards. If one of the learners struggles to meet the standard they should join in the conversation to ensure the other learner is not disadvantaged.

Indicative time: about 5-6 minutes for the whole conversation if two learners. This will need to be extended if done in a larger group.

Example topics

- Explaining a simple process/timeline, e.g. how they get ready in the morning or get to place of learning
- Describing something they are passionate about and why, e.g. a sport or a style of music
- Describing something they liked or didn't like and why, e.g. a TV programme or holiday

Conducting the Assessment and Support for Learner

- Learners can take the assessment when they, and the tutor, feel they are ready
- The learner should speak to someone with whom they are familiar; at Entry 2 this should be another, or other, learners they know
- Assessments can take place in the classroom or any other suitable setting that will ensure that the learner is not be disadvantaged by the environment.

Evidence Requirements

There is no requirement to tape-record any of the speaking, listening and communication assessments, however, internal verifiers will observe and complete an internal verification observation record for around 10% of the speaking, listening and communication assessments carried out in a centre. The purpose of this is to check that the assessments are being carried out correctly in line with the guidance in this document and in the Open Awards Functional Skills English Qualification Specification. The observation is also an opportunity for the internal verifier to check the assessment decisions. In addition to this, once the tutor has completed the assessment record sheets, a further sample of between 10 and 25% of the assessments should be moderated by the Functional Skills English internal verifier to standardise the assessment decisions across the centre (see below).

A member of staff from Open Awards may visit the centre to observe and check that the assessments are being conducted within the guidelines set down for the qualification by the Awarding Organisation.

Tutors must complete an Assessment Record Sheet for each learner giving evidence of how criteria have been met. Learner work must be marked against the mark scheme provided by Open Awards. Where criteria have not been met, no marks should be awarded. If there is any uncertainty about a learner's response then the centre should seek the advice of the Examinations and Curriculum Assurance Manager at Open Awards. Completed record sheets must be internally verified. This **MUST** be completed before External Verification can take place.

Marking of the Assessment

- The assessor must complete an Assessment Record Sheet for the activity.
- Assessors provide group-based discussion details (Part A) for each cohort/group undertaking the activity
- Assessors must also complete individual performance, criterion-based judgements (Part B) for each learner for the activity
- Assessors evaluating an individual must judge whether learner consistently meets the performance threshold defined in the right-hand column (i.e. Achieved the level) or whether performance generally aligns with the left-hand column (i.e. Below the level for the stated skill), while allowing for the variability and unpredictability inherent in group discussions.
- The assessment must produce a pass or fail outcome. Assessors must therefore make careful judgements about whether the learner's performance generally accords with the right-hand column or the left-hand column for each of the criteria. Only learners who have a tick against all of the "Achieved Level " statements will be awarded a Pass
- Markers should mark according to the assessment record sheet and should apply it positively

- Where the answers do not meet the assessment record Sheet, markers should mark the work as below level of assessment
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.

**Entry 2
Assessment Record Sheet
Part A: Group-based Discussion Details**

Centre Name: _____

Date of Assessment: _____

Start Time of Assessment: _____

End Time of Assessment: _____

Entry 2 Assessment Task

Overview

Enter relevant details, including the topic, number and full names of participants, how the discussion is organised, and any learner support provided.

Commentary

Examples of performance for each learner from the discussion, to support the individual criterion judgements taken for each candidate using the individual assessment marking sheet.

Role	Name	Signature	Date
Assessor			
IV/Observer (if IV'd/observed)			
EV (if sampled)			

**Entry 2
Assessment Record Sheet
Part B: Individual Assessment Marking Sheet**

Learner Name: _____ Date of Assessment: _____

Entry 2 Assessment Task					
Skill Standard	Coverage and range	Below Entry 2		Achieved Entry 2	
Participate in discussions/ exchanges about familiar topics, making active contributions, with one or more people in familiar situations.	Identify the main points of short explanations and instructions.	Unable to follow the assessor instructions. Cannot follow the main points of the conversation which block the natural flow of discussion.	<input type="checkbox"/>	Follows the assessor instructions. Identifies main points of the conversation, with only one or two misunderstandings that do not impede flow of discussion.	<input type="checkbox"/>
	Make appropriate contributions that are clearly understood.	Only one, or less, contribution is relevant to the conversation. Speech is very unclear which makes it impossible for others to understand what is said.	<input type="checkbox"/>	Two or more relevant contributions makes to the conversation responding directly to what has been said by the other speaker.	<input type="checkbox"/>
	Express simply feelings or opinions and understand those expressed by others.	Feelings and opinions are not articulated in a way that can be understood. Does not respond, or responds inappropriately, to the feelings and opinions of others.	<input type="checkbox"/>	Expressed feelings and opinions clearly on at least two occasions. Responds to feelings and opinions of others in a way which shows empathy or that they have been understood.	<input type="checkbox"/>
	Communicate information so that the meaning is clear.	Others have to strain or ask lots of questions in order to understand what being said. Does not, or is unable to, provide clarification when questioned.	<input type="checkbox"/>	Information given in conversation is clear, or is clarified if the other speaker has a question.	<input type="checkbox"/>
	Ask and respond to straightforward questions.	Only one question and answer given during the conversation, or does not ask or answer questions.	<input type="checkbox"/>	Asks at least two clearly understood questions and is able to responds at least twice to questions over the course of the conversation.	<input type="checkbox"/>
	Follow the gist of discussions.	Inability to participate in conversation or mainly irrelevant contributions show unable to follow gist.	<input type="checkbox"/>	The majority of questions and responses follow the gist of the conversation.	<input type="checkbox"/>

Learner achieved (all achieved boxes ticked) Learner did not achieve (one or more below level boxes ticked)

Role	Name	Signature	Date
Assessor			
IV/Observer (if IV'd/observed)			
EV (if sampled)			