



English – Speaking, Listening and Communication

Entry Level 1

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 1 this requires the learner to:

- Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

The standards state that the learner will:

- Understand the main points of short explanations
- Understand and follow instructions
- Respond appropriately to comments and requests
- Make contributions to be understood
- Ask simple questions to obtain specific information

Assessment Activity

At Entry 1 learners should participate in a single discussion with one other person on a familiar topic.

Structure

- The learners are asked to think about a topic they would like to talk about and some basic information about it (e.g. likes/dislikes/facts)
- The assessor explains to the learners how to carry out the task
- Overseen by the assessor each learner must then:
 - Give a short explanation the topic chosen and the related information
 - Respond to the other learner by asking a minimum of two questions about what they have said
 - Answer the questions asked about what they have said
- The assessor should then ask each learner to briefly recap what the other learner has said to confirm their understanding

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: 5 minutes for the whole discussion

Example topics

- A favourite sport
- A hobby
- Favourite shops/restaurants/foods
- A familiar place
- Work (their job or area of vocational study)

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 1 this may be another familiar learner and/or with the Functional Skills English tutor
- 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 1
Assessment Record Sheet
Part A: Group-based Discussion Details**

Centre Name: _____

Date of Assessment: _____

Start Time of Assessment: _____

End Time of Assessment: _____

Entry 1 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 1
Assessment Record Sheet
Part B: Individual Assessment Marking Sheet**

Learner Name: _____ Date of Assessment: _____

Entry 1 Assessment Task					
Skill Standard	Coverage and range	Below Entry 1		Achieved Entry 1	
Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.	Understand the main points of short explanations.	Is unable to identify what the other learner has said or points given are inaccurate with details muddled or completely wrong.	<input type="checkbox"/>	Is able to identify some of the main points mentioned by the other learner, although not everything is recounted.	<input type="checkbox"/>
	Understand and follow instructions	Fails to follow instructions, or is only able to do so with significant and consistent prompting from the assessor.	<input type="checkbox"/>	Mostly follow verbal instructions from assessor with only minor prompts.	<input type="checkbox"/>
	Respond appropriately to comments and requests.	Does not respond to questions or gives answers that do not address the question. Does not ask for clarification if has not understood.	<input type="checkbox"/>	Responds to questions indicating that they have listened and understood to what has been asked. Asks for clarification if needed.	<input type="checkbox"/>
	Make contributions to be understood.	Difficult to understand, which makes it extremely difficult, or impossible, for the other person to follow what is being said.	<input type="checkbox"/>	Make points that can be understood to the other person, though they sometimes lack clarity.	<input type="checkbox"/>
	Ask simple questions to obtain specific information.	Asks only one or no questions, or asks two irrelevant questions. Questions asked make no sense.	<input type="checkbox"/>	Asks two or more relevant questions to obtain additional information/clarify what the other speaker has said.	<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)			