



English – Speaking, Listening and Communication

Entry Level 3

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 3 this requires the learner to:

- Respond appropriately to others and make some extended contributions in familiar and informal discussions and exchanges

The standards state that the learner will:

- Follow the main points of discussions
- Use techniques to clarify and confirm understanding
- Give own point of view and respond to others' point of view
- Use appropriate language in formal discussions/exchanges
- Make relevant contributions, allowing for and responding to others' input

Assessment Activities

At Entry 3 learners should participate in two conversations on topics that are familiar to them. One should be formal and the other informal, both should provide the opportunity for some extended contributions.

In both activities 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.

Activity 1 – Informal Group Conversation Structure

- The assessor gives the group a topic framed as a question or task for which the group must agree outcomes through informal discussion
- Each learner should express an opinion on the topic
- Each learner listens to the opinions of others
- The group agree on an answer to the question or solution to the task
- The group feedback the agreed outcome to the assessor

Indicative time: about 5-6 minutes

Example topics

- A work related task, e.g. decide on a menu for a banquet or the order in which a list of jobs should be completed
- A question about a group activity, e.g. what they would like to do for a group outing, option A or option B?
- A question about the best way of doing something, e.g. is it better to use public or private transport to get into town?

Activity 2 – Formal One on One Conversation Structure

- The assessor explains the activity verbally to the learners
- The learners decide on a topic they are comfortable with for formal role-play conversation
- The learners assign themselves roles for the role-play
- Learners carry out the role-play trying to give each other both equal opportunities to speak

Indicative time: about 2-4 minutes plus time for preparation

Example topics

- Purchasing a product or service, e.g. buying tickets or making a hotel reservation
- Making a complaint, e.g. about a meal or product that doesn't work
- Carrying out a work related task, e.g. planning an event or reviewing a task

Conducting the Assessment and Support for Learner

- Learners can take the assessments when they, and the tutor, feel they are ready
- The learner should speak to someone with whom they are familiar for both activities; at Entry 3 this should be 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 both activities
- 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 3

Assessment Record Sheet: Activity 1 – Informal Group Discussion

Part A: Group-based Discussion Details

Centre Name: _____

Date of Assessment: _____

Start Time of Assessment: _____

End Time of Assessment: _____

Entry 3 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 3

Assessment Record Sheet: Activity 1 – Informal Group Discussion

Part B: Individual Assessment Marking Sheet

Learner Name: _____

Date of Assessment: _____

| Entry 3 Assessment Task | | | | | |
|--|--|--|--------------------------|---|--------------------------|
| Skill Standard | Coverage and range | Below Entry 3 | | Achieved Entry 3 | |
| Respond appropriately to others and make some extended contributions in familiar informal discussions and exchanges. | Follow the main points of the discussion. | Unable to follow the main points of the conversation and therefore fails to engage, or attempts to in ways that show they do not fully understand what is being said. | <input type="checkbox"/> | Follows the main points of the discussion which is evidenced in participation in the exchanges which follow the natural flow of the conversation. | <input type="checkbox"/> |
| | Use techniques to clarify and confirm understanding. | Does not ask questions and makes no attempt to clarify any points. | <input type="checkbox"/> | Uses question to actively engage in the conversation and gauge views of others. If unsure about a point made then they confirm understanding with other speaker | <input type="checkbox"/> |
| | Give own point of view and respond appropriately to others' point of view. | Does not view views or gives view that is unintelligible. View of others are not acknowledged or responded to in an impolite or unreasonable manner. | <input type="checkbox"/> | Expresses on views of task which are clear the majority of the time. Where others seek clarification they are able to provide it. Acknowledges views of by questioning, agreement or non-verbal responses | <input type="checkbox"/> |
| | Make relevant contributions, allowing for and responding to others' input | Makes two or less relevant contributions, or the contributions made are not relevant to the task. Does not respect conventions of turn taking and so appears impolite. | <input type="checkbox"/> | Makes three or more relevant contributions relevant to the task and make allowances for the response of the other learner. Understands how to take turns to give other learner a chance to speak. | <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) | | | |

Entry 3

Assessment Record Sheet: Activity 2 – Formal One on One Conversation

Part A: Group-based Discussion Details

Centre Name: _____

Date of Assessment: _____

Start Time of Assessment: _____

End Time of Assessment: _____

Entry 3 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 3

Assessment Record Sheet: Activity 2 – Formal One on One Conversation

Part B: Individual Assessment Marking Sheet

Learner Name: _____ Date of Assessment: _____

| Entry 3 Assessment Task | | | | | |
|--|--|--|--------------------------|---|--------------------------|
| Skill Standard | Coverage and range | Below Entry 3 | | Achieved Entry 3 | |
| Respond appropriately to others and make some extended contributions in familiar formal discussions and exchanges. | Follow the main points of the discussion. | Unable to follow the main points of the conversation and therefore fails to engage, or attempts to in ways that show they do not fully understand what is being said. | <input type="checkbox"/> | Follows the main points of the discussion which is evidenced in participation in the exchanges which follow the natural flow of the conversation. | <input type="checkbox"/> |
| | Use techniques to clarify and confirm understanding. | Does not ask questions and makes no attempt to clarify any points, or question and attempts to clarify points make no sense. | <input type="checkbox"/> | Uses question to actively engage in the conversation and gauge views of others. If unsure about a point made then they confirm understanding with other speaker | <input type="checkbox"/> |
| | Give own point of view and respond appropriately to others' point of view. | Does not view views or gives view that is unintelligible. View of others are not acknowledged or responded to in an impolite or unreasonable manner. | <input type="checkbox"/> | Expresses on views of task which are clear the majority of the time. Where others seek clarification they are able to provide it. Acknowledges views of by questioning, agreement or non-verbal responses | <input type="checkbox"/> |
| | Use appropriate language in formal discussions/ exchanges. | Uses overly informal or familiar language which is not suitable for the task chosen. | <input type="checkbox"/> | Uses register of language that reflects the type of formal language that would be used for the task chosen. | <input type="checkbox"/> |
| | Make relevant contributions, allowing for and responding to others' input | Makes two or less relevant contributions, or the contributions made are not relevant to the task. Does not respect conventions of turn taking and so appears impolite. | <input type="checkbox"/> | Makes three or more relevant contributions relevant to the task and make allowances for the response of the other learner. Understands how to take turns to give other learner a chance to speak. | <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) | | | |