



Learner Observation and Assessment Record (LOAR) **EXEMPLAR**

Functional Skills English Level 1: Speaking, Listening and Communicating

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|--|------------------------|
| Learner name: | Learner number: |
| Centre name: | Centre number: |
| Reasonable Adjustments or Special Considerations: | |

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|---|--------------------------|
| Pass descriptor at Level 1 and confirmation of achievement overall | |
| To pass the Speaking, Listening and Communicating assessment, learners must generally meet the requirements for this level: | |
| <ul style="list-style-type: none">• consistently• effectively• to an appropriate degree for Level 1. | |
| Please tick to confirm that the learner has achieved a Pass | <input type="checkbox"/> |

| | | |
|--|------------|------|
| Assessor signature | | |
| Assessor name | Signature: | Date |
| Learner signature | | |
| <i>I have understood the feedback and result of this assessment provided to me by my assessor.</i> | | Date |
| IQA and EQA details (if sampled) | | |
| Internal Verifier name | Signature | Date |
| EQA name | Signature | Date |

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| Assessor's feedback to learner: |
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| IQA/EQA comments (if relevant): |
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Assessment of activities for Speaking, Listening and Communicating: Level 1

Overall performance across the range of requirements for the level must be **secure**; any insufficient demonstration of an individual subject content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Task 1 – Short talk with question-and-answer session (10–15 minutes)

| Date of activity: XXX | |
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| Topic: Fashion is about personal taste | |
| Details of group: 4 x L1 learners | |
| Duration of short explanation: 5 minutes Duration of Q&A: 5 minutes | |
| Subject content statements | Tick if achieved |
| L1.1.1 Identify relevant information and lines of argument in explanations or presentations. | ✓ |
| L1.1.3 Respond effectively to detailed questions. | ✓ |
| L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics. | ✓ |
| L1.1.5 Express opinions and arguments and support them with evidence. | ✓ |
| L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. | ✓ |

Assessor comments (give examples to show how the learner demonstrated the skills):

Explained why they'd chosen fashion: 'I'm obsessed with it'. Described 'good and bad taste'; showed images of outrageous styles and used humour, 'Just why?' and 'How scary!'. Also explained that some 'over the top' designs get 'watered down' for sale in shops and boutiques. (1.4) (1.7)

Detailed own interests / showed slide of own work, 'I'm dead practical', added 'I like knitting, sewing' and later, 'I love upcycling old clothes.' Explained she has been making things since primary school. (1.1) (1.5)

Responded to a question about finding stuff, 'I'm always rummaging around charity shops.' Answered what her best find was (a designer jacket). Brought Q&A back on topic, 'We're not going there now!' (1.3) (1.7)

Note on SCS for Task 1:

L1.1.1 Identify relevant information and lines of argument in explanations or presentations.

As the **Presenter**, learners should demonstrate this SCS by drawing on key points and ideas about their chosen topic. As an **audience** member, they should also demonstrate this skill, but it does not need to be recorded here.

L1.1.2: Make requests and ask relevant questions.

While learners should ask relevant questions when participating in question-and-answer sessions as an **audience** member, this additional activity does **not** need to be recorded on the LOAR.

Notes for assessors on Task 1

- The assessor comments show **how** the learner met the criteria by using short quotes (paraphrasing is also acceptable), rather than by simply repeating subject content statements; for example, simply stating that the learner ‘spoke clearly’ and ‘responded effectively’ is not acceptable, as these comments do not reflect the individual learner’s performance.
- Assessor comments are concise, and one example is given for each SCS (the number given in brackets). Mapping learner statements to the relevant SCS on the LOAR is not a requirement, but it is helpful for quality control purposes.
- While each SCS may be evidenced more than once during the task, there is no need to record more than one quote or paraphrase per SCS. While SCS 1.7 should be evident throughout, there is no need to note down the SCS number each time it is demonstrated through the learner’s comments.
- Note that the use of humour in the worked example indicates the ability to adapt communication for the group.
- Note that SCS 1.1 has been evidenced through the learner’s ability to stay on task, drawing / building on key points relevant to the chosen topic.

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| Learner name: | Learner number: |
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Task 2 – Group Discussion (10–15 minutes)

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| Learner name: X | |
| Date of activity: XX | |
| Duration of activity: 10 minutes | Topic: Hard cash is a thing of the past: do we still need paper money and coins in the 21 st century? |
| Size of group: 4 | Details of group: 3 x L1 learners; 1 other participant |
| Subject content statements | Tick if achieved |
| L1.1.1 Identify relevant information and lines of argument in explanations or presentations. | ✓ |
| L1.1.2 Make requests and ask relevant questions to obtain specific information in different contexts. | ✓ |
| L1.1.3 Respond effectively to detailed questions. | ✓ |
| L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics. | ✓ |
| L1.1.5 Express opinions and arguments and support them with evidence. | ✓ |
| L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject. | ✓ |
| L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. | ✓ |
| L1.1.8 Respect the turn-taking rights of others during discussions using appropriate language for interjection. | ✓ |

Assessor comments (give examples to show how the learner demonstrated the skills):

Responded to introduction, 'Of course...I actually like handling it [money]'. (1.1) (1.7)

Asked questions, 'What about kids?' 'Need...teach them to count their pennies' and drew on own experience to say how she'd learned about money, 'playing with real cash'. Added, 'I had to save up...for presents and stuff I wanted'. Spoke about work, 'How would I get my tips?' (1.2) (1.6)

Agreed cards are safer abroad, 'but doesn't always work...forget PIN' (contactless). 'My boss forgot his...on hold for hours', and made own view clear, 'We absolutely do need real cash and money.' (1.4) (1.5)

Pointed out that notes are 'a pain', 'Fivers...disappear'. Agreed that cards have their uses, but that cash makes you better with money. Agreed that cash or card, 'money talks'. (1.3) (1.8)

Notes for assessors on Task 2

- Note that the topic is specific and focuses learners on reaching a consensus. As well as being able to draw on their own experiences, topic choices should encourage learners to bring new information to the discussion, for example, to find out whether 21st century innovations or advances could phase out the use of 'hard cash'.
- Learner examples provided may be short / clipped quotes and / or paraphrased comments.
- Assessor comments are concise, and one example is given for each SCS (the number in brackets). Mapping learner statements to the relevant SCS on the LOAR is not a requirement, but it is helpful for quality control purposes.
- In the second paragraph, the assessor indicates that SCS 1.2 and SCS 1.6 are evidenced. While the learner's ability to make relevant contributions is demonstrated throughout, it only needs to be referenced once. The quotes provided here sufficiently demonstrate the learner's ability to ask questions that are relevant to further the discussion.
- The learner's ability to respect other's turn-taking rights (SCS 1.8) may be demonstrated wherever comments are used to interject politely. In the last paragraph, this is demonstrated by the quote about 'Fivers', along with the paraphrased agreement, 'that cards have their uses'.