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

**Functional Skills English Entry Level 1 (603/5059/3): Speaking, Listening and Communicating**

|  |  |
| --- | --- |
| **Learner name:** | **Learner number:** |
| **Centre name:** | **Centre number:** |
| **Reasonable adjustments or special considerations applied:** | |

|  |
| --- |
| **Pass descriptor at Entry Level 1 and confirmation of achievement overall** |
| To pass the Speaking, Listening and Communicating assessment, learners must **generally** meet the requirements for this level:   * **consistently** * **effectively** * **to an appropriate degree for Entry Level 1.**   **Please tick to confirm that the learner has achieved a pass**  **Please tick to confirm that the task brief and learner research is attached** |

|  |  |  |
| --- | --- | --- |
| **Assessor** | | |
| Assessor name | Signature | Date |
| **Learner** | | |
| Learner name | Signature | Date |
| **Assessor’s feedback to learner:** | | |
|  | | |
| **Internal and external quality assurance details (if sampled)** | | |
| Internal quality assurer (IQA) name | Signature | Date |
| External quality assurer (EQA) name | Signature | Date |

|  |
| --- |
| **IQA / EQA comments (if relevant):** |

**Assessment of activities for Speaking, Listening and Communicating: Entry Level 1**

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

**Task 1 – make requests, follow single-step instructions and state letter names (3 to 5 minutes)**

|  |  |  |
| --- | --- | --- |
| **Learner name:** | | |
| **Date of activity:** | | |
| **Duration of activity:** | **Topic:** | |
| **Subject content statements** | | **Tick (✓) if achieved** |
| **EL1.1.1** Say the names of the letters of the alphabet | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.2** Identify and extract the main information from short statements and explanations | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.3** Follow single-step instructions, asking for them to be repeated if necessary | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.4** Make requests and ask straightforward questions using appropriate terms and registers | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |

**Task 2 – one-to-one discussion (3 to 5 minutes)**

|  |  |  |
| --- | --- | --- |
| **Learner name:** | | |
| **Date of activity:** | | |
| **Duration of activity:** | **Topic:** | |
| **Size of group:** | **Details of group:** | |
| **Subject content statements** | | **Tick (✓) if achieved** |
| **EL1.1.2** Identify and extract the main information from short statements and explanations | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.5** Respond to questions about specific information | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.6** Make clear statements about basic information and communicate feelings and opinions on straightforward topics | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |
| **EL1.1.7** Understand and participate in simple discussions or exchanges with another person about a straightforward topic | |  |
| **Assessor comments** (give examples to show how the learner demonstrated the skill): | | |

**Notes for assessors on task 2**

* Note that the topic is specific and focuses on understanding and responding appropriately. Topic choices should encourage learners to bring new information to the discussion, as well as being able to draw on their own experiences
* 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 text in brackets)
* Mapping learner performance to relevant statements on the LOAR in this manner is helpful for the purposes of internal and external quality assurance, and quality control.