



**Learner Observation and Assessment Record (LOAR)
Functional Skills English Level 2 (603/5054/4): Speaking, Listening and
Communicating**

Learner name:	Learner number:
Centre name:	Centre number:
Reasonable adjustments or special considerations applied:	

Pass descriptor at Level 2 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 2. <p>Please tick to confirm that the learner has achieved a pass <input type="checkbox"/></p> <p>Please tick to confirm that the task briefs are attached <input type="checkbox"/></p>

Assessor signature:		
Assessor name	Signature	Date
Learner signature:		
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: Level 2

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 – presentation with question-and-answer session (10 to 15 minutes)

Date of activity:	
Topic:	
Details of group:	
Duration of presentation:	
Duration of Q&A:	
Subject content statements	Tick (✓) if achieved
L2.1.1 Identify relevant information from extended explanations or presentations	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.2 Follow narratives and lines of argument	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.3 Respond effectively to detailed or extended questions and feedback	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.6 Express opinions and arguments and support them with relevant and persuasive evidence	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.7 Use language that is effective, accurate and appropriate to context and situation	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.10 Interject and redirect discussion using appropriate language and register	
Assessor comments (give examples to show how the learner demonstrated the skill):	

Task 2 – group discussion (10 to 15 minutes)

Learner name:		
Date of activity:		
Duration of activity:	Topic:	
Size of group:	Details of group:	
Subject content statements		Tick (✓) if achieved
L2.1.1 Identify relevant information from extended explanations or presentations		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.2 Follow narratives and lines of argument		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.3 Respond effectively to detailed or extended questions and feedback		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.6 Express opinions and arguments and support them with relevant and persuasive evidence		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.7 Use language that is effective, accurate and appropriate to context and situation		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L2.1.8 Make relevant and constructive contributions to move discussion forward		
Assessor comments (give examples to show how the learner demonstrated the skill):		

L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L2.1.10 Interject and redirect discussion using appropriate language and register	
Assessor comments (give examples to show how the learner demonstrated the skill):	

Note on SCS for task 1:

L2.1.1 Identify relevant information from extended explanations or presentations

As the Presenter, learners should demonstrate this SCS by expanding on information and ideas presented. As an audience member, they should also demonstrate this skill, but this information does not need to be recorded here.

L2.1.2 Follow narratives and lines of argument

This SCS could be evidenced through the learner's ability to remain focused on delivering extended (detailed) and relevant information.

L2.1.4: Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts

Learners should ask detailed and pertinent questions while participating in question-and-answer sessions as an **audience** member. This additional activity, mapped against SCS L2.1.4, does not need to be recorded on the LOAR for task 1.

The question-and-answer session will provide the learner with a further opportunity to adapt contributions and use language effectively, accurately and appropriately.

If required, the assessor may ask further questions to allow the learner an opportunity to meet all the relevant subject content statements. Learners should ask detailed and pertinent questions while participating in question-and-answer sessions as an audience member.

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.
- Learner examples provided may be short / clipped quotes and / or paraphrased comments.
- Assessor comments should be concise, and **at least** one example should be given for each SCS.
- 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.
- The learner's ability to respect other's turn-taking rights (SCS 2.1.10) may be demonstrated wherever the learner's comments are used to interject politely.
- To facilitate the assessment, the assessor can act as chair, or if appropriate in the group dynamic, a learner may volunteer for the role.