



Learner Observation and Assessment Record (LOAR)
Functional Skills English Level 1 (603/5058/1): Speaking, Listening and Communicating

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

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: • consistently • effectively • to an appropriate degree for Level 1. Please tick to confirm that the learner has achieved a pass ☐ Please tick to confirm that the task briefs are attached ☐

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

Date of activity:	
Topic:	
Details of group:	
Duration of short talk:	
Duration of Q&A:	
Subject content statements	Tick (✓) if achieved
L1.1.1 Identify relevant information and lines of argument in explanations or presentations.	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L1.1.3 Respond effectively to detailed questions.	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.	
Assessor comments (give examples to show how the learner demonstrated the skill):	
L1.1.5 Express opinions and arguments and support them with evidence.	
Assessor comments (give examples to show how the learner demonstrated the skill):	
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 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
L1.1.1 Identify relevant information and lines of argument in explanations or presentations.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L1.1.2 Make requests and ask relevant questions to obtain specific information in different contexts.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L1.1.3 Respond effectively to detailed questions.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L1.1.5 Express opinions and arguments and support them with evidence.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.		
Assessor comments (give examples to show how the learner demonstrated the skill):		
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 skill):		
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 skill):		

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 these skills, but these do not need to be recorded here.

L1.1.2: Make requests and ask relevant questions

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

The question-and-answer session will provide the learner with a further opportunity to adapt spoken language for different purposes. If required, the assessor may ask further questions to allow the learner an opportunity to meet all relevant subject content statements.

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 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 others' turn-taking rights (SCS 1.8) 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.