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

Functional Skills English Level 2: Speaking, Listening and Communicating

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

|  |
| --- |
| **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:   * **consistently** * **effectively**  |  | | --- | |  |  * to an **appropriate** degree for Level 2.   **Please tick to confirm that the learner has achieved a Pass** |

**Assessor’s feedback to learner:**

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

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

**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 is balanced by appropriate demonstration of that same content statement elsewhere.

**Task 1 Presentation with question-and-answer session (10–20 mins)**

|  |  |
| --- | --- |
| **Date of activity:** | |
| **Topic:** | |
| **Details of group:** | |
| **Duration of presentation** (**min**: 5 mins):  **Duration of Q&A** (**min**: 5 mins): | |
| **Subject content statements** | **Tick if achieved** |
| **L2.2.1** Identify relevant information from extended explanations or presentations |  |
| **L2.2.2** Follow narratives and lines of argument |  |
| **L2.2.3** Respond effectively to detailed or extended questions and feedback |  |
| **L2.2.5** Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |  |
| **L2.2.6** Express opinions and arguments and support them with relevant and persuasive evidence |  |
| **L2.2.7** Use language that is effective, accurate and appropriate to context and situation |  |
| **L2.2.9** Adapt contributions to discussions to suit audience, purpose and medium |  |
| **L2.2.10** Interject and redirect discussion using appropriate language and register |  |

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

|  |  |
| --- | --- |
| **Learner name:** | **Learner number:** |

**Task 2 – Group Discussion (10–15 mins)**

|  |  |  |
| --- | --- | --- |
| **Learner name:** | | |
| **Date of activity:** | | |
| **Duration of activity:** | **Topic:** | |
| **Size of group:** | **Details of group:** | |
| **Subject content statements** | | **Tick if achieved** |
| **L2.2.1** Identify relevant information from extended explanations or presentations | |  |
| **L2.2.2** Follow narratives and lines of argument | |  |
| **L2.2.3** Respond effectively to detailed or extended questions and feedback | |  |
| **L2.2.4** Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts | |  |
| **L2.2.5** Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required | |  |
| **L2.2.6** Express opinions and arguments and support them with relevant and persuasive evidence | |  |
| **L2.2.7** Use language that is effective, accurate and appropriate to context and situation | |  |
| **L2.2.8** Make relevant and constructive contributions to move discussion forward | |  |
| **L2.2.9** Adapt contributions to discussions to suit audience, purpose and medium | |  |
| **L2.2.10** Interject and redirect discussion using appropriate language and register | |  |

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