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

Functional Skills English Level 1: Speaking, Listening and Communicating

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

**Assessor’s feedback to learner:**

|  |
| --- |
| **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** |

|  |  |  |
| --- | --- | --- |
| **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 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 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:** | |
| **Topic:** | |
| **Details of group:** | |
| **Duration of short explanation:**  **Duration of Q&A:** | |
| **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):** |

**Note on LOAR 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 while participating in question-and-answer sessions as an **audience** member, this additional activity does **not** need to be recorded on the LOAR.

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

**Task 2 – Group Discussion (10–15 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. | |  |
| **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):** |