



Learner Observation and Assessment Record (LOAR)
Functional Skills English Entry Level 3 (603/5052/0): Speaking, Listening and Communicating

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

Pass descriptor at Entry Level 3 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 3. 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: Entry Level 3

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 – question and answer session (5 to 10 minutes)

Learner name:	
Date of activity:	
Duration of activity:	Topic:
Subject content statements	Tick (✓) if achieved
EL3.1.1 Identify and extract relevant information and detail in straightforward explanations	
Assessor comments (give examples to show how the learner demonstrated the skill):	
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts	
Assessor comments (give examples to show how the learner demonstrated the skill):	
EL3.1.3 Communicate information and opinions clearly on a range of topics	
Assessor comments (give examples to show how the learner demonstrated the skill):	
EL3.1.4 Respond appropriately to questions on a range of straightforward topics	
Assessor comments (give examples to show how the learner demonstrated the skill):	
EL3.1.5 Follow and understand the main points of discussions	
Assessor comments (give examples to show how the learner demonstrated the skill):	
EL3.1.6 Make relevant contributions to group discussions about straightforward topics	
Assessor comments (give examples to show how the learner demonstrated the skill):	

Task 2 – group discussion (8 to 15 minutes)

Learner name:		
Date of activity:		
Duration of activity:	Topic:	
Number in group:	Details of group:	
Subject content statements		Tick (✓) if achieved
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts		
Assessor comments (give examples to show how the learner demonstrated the skill):		
EL3.1.3 Communicate information and opinions clearly on a range of topics		
Assessor comments (give examples to show how the learner demonstrated the skill):		
EL3.1.4 Respond appropriately to questions on a range of straightforward topics		
Assessor comments (give examples to show how the learner demonstrated the skill):		
EL3.1.5 Follow and understand the main points of discussions		
Assessor comments (give examples to show how the learner demonstrated the skill):		
EL3.1.6 Make relevant contributions to group discussions about straightforward topics		
Assessor comments (give examples to show how the learner demonstrated the skill):		
EL3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking		
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 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.