

Pearson Entry Level Functional Skills English Speaking, Listening and Communicating: guidance for assessors 2020-21

It is important that learners have opportunities to practise speaking and listening activities throughout their programme of study. However, it is important to emphasise that formal assessments must be carried out and a portfolio 'opportunistic' style of assessment is not acceptable.

Overview

Entry Level 1

Each learner must complete two tasks: Task 1 consists of two discrete activities, while Task 2 is a discussion. For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- say the names of the letters of the alphabet
- understand short explanations and ask straightforward questions
- follow single-step instructions.

In Task 2, learners need to show they can:

- take part in a simple discussion with another person in which they respond to questions by communicating information, feelings and opinions.

Entry level 2

Each learner must complete two tasks: Task 1 consists of two discrete activities; Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed. In Task 1, learners need to show they can:

- understand short explanations
- make requests and ask clear questions.

In Task 2, learners need to show they can:

- make appropriate contributions to discussions, in which they respond to questions, follow the gist of what is said and clearly communicate information, feelings and opinions.

Entry Level 3

Each learner must complete two tasks: in Task 1, learners take turns to give explanations and then ask and answer questions. Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- give straightforward explanations that communicate information clearly and then respond to questions from another learner about their explanation
- listen to another learner's explanation, extracting information that allows them to make requests and ask questions.

In Task 2, learners need to show they can:

- make relevant contributions to group discussions about straightforward topics in which they communicate information and opinions
- while doing this, they will show that they can understand the main points of the discussion, listen to and respond appropriately to other points of view, and respect the conventions of turn taking.

Preparing for assessment

Learner preparation

Entry Levels 1 & 2

Learners should be made familiar with the format of the assessments (e.g. through practice activities) and told what the discussion topic for Task 2 will be. However, they should not be told exact details of the assessment, e.g. what questions they will be asked or what they will be instructed to do.

Learners do not need to carry out any specific preparation for either task.

Entry Level 3

Each learner will need to prepare two short explanations, lasting about 1 minute each for Task 1. This can include writing notes to use; these can be bullet points, but not continuous prose. They do not need to carry out any specific preparation for Task 2.

Learners should be made familiar with the format of the assessments (e.g. through practice activities) and be told what the discussion topic for Task 2 will be.

The assessor will need to ensure that learners have prepared for Task 1. This includes ensuring that they have chosen topics that will meet the requirements of the Task, and which another learner will be able to ask follow-up questions about.

Task setting

Centres must follow the approach shown in the Sample Assessment Materials and comply with the information in this guidance. They may use or adapt the suggested contexts or create their own but must not alter the overall level of demand.

[Entry Level 1 Sample Assessment Materials](#)

[Entry Level 2 Sample Assessment Materials](#)

[Entry Level 3 Sample Assessment Materials](#)

Administering the assessments

Format of the assessment

Under no circumstances must learners of different levels be assessed together. Assessments should be carried out in separate group levels and separate rooms.

Speaking & Listening assessments should be video recorded, however there are particular exemptions in place, for example if the candidates are aged under 18, or in a prison, they do not need to be video recorded however they must be audio recorded.

If there are any other specific reasons why a learner should not be identified within a video recording, please contact the Quality Standards team at vocationalqualitystandards@pearson.com

Entry Level 1

Centres are required to assess each learner in a one-to-one situation while the learner is working with the assessor. However, for Task 1, centres can assess two learners at a time if necessary, although, in such cases, all interactions should still be between assessor and learner. Each task should be taken in a single sitting, but Task 1 and Task 2 can be carried out on different occasions. Centres must record the dates when each task was completed.

Entry Level 2

In Task 1, centres can assess each learner in a one-to-one situation or in a small group of two to three learners. In Task 2, there should be two or three learners and the assessor. If only one learner is available, then another person can play the role of a second learner, ideally a peer or someone at a similar level.

Each task should be taken in a single sitting, but Task 1 and Task 2 can be carried out on different occasions. Centres must record the dates when each task was completed.

Entry Level 3

In Task 1, there should be two learners. In Task 2, there should be two or three learners. If only one learner is available for either task, then another person can play the role of a second learner, ideally a peer or someone at a similar level.

Each task should be taken in a single sitting, but Task 1 and Task 2 can be carried out on different occasions. Centres must record the dates when each task was completed.

Role of the assessor

Entry Level 1

The assessor will participate in, and lead, both tasks. In some activities, learners are required to make requests, ask questions or make statements; in these cases, it is likely that the assessor will need to prompt the learner, for example by repeating and rewording their own statements or phrases or using picture cue cards. However, the assessor is not allowed to tell the learner what to ask or say.

Entry Level 2

The assessor will lead both tasks. In some activities, learners are required to make requests, ask questions or make statements; in these cases, it is likely that the assessor will need to prompt the learner, for example by repeating and rewording their own statements or phrases or using picture cue cards. However, the assessor is not allowed to tell the learner what to ask or say.

Entry Level 3

The assessor will need to facilitate the tasks. The assessor can also participate in both tasks but should allow the learners to give their explanations for Task 1 and to lead the discussions where they wish for Task 2.

Time for tasks

Entry Level 1

The time needed to complete Task 1 is approximately 5 minutes. The time needed to complete Task 2 is approximately 5 minutes. If there is more than one learner for Task 1, the time needed will increase slightly. Timings can also be extended if learners need longer to meet the subject content statements but must never last longer than 15 minutes in total.

Entry Level 2

The time needed to complete Task 1 is approximately 8 minutes, assuming that learners are assessed individually.

The time needed to complete Task 2 is approximately 7 minutes.

If there is more than one learner for Task 1, the time needed will increase slightly. Timings can also be extended if learners need longer to meet the subject content statements but must never last longer than 20 minutes in total.

Entry Level 3

The time needed to complete Task 1 is approximately 5 minutes per learner, so for two learners this would take 10 minutes.

The time needed to complete Task 2 is approximately 10 minutes in total.

These times can be extended if learners need longer to meet the subject content statements but must never last longer than 25 minutes in total.

After the assessments

Record sheets

For each learner, assessors must complete the Assessment Record Sheet for each task, which can be found on our website. The assessor must insert a tick against each content statement achieved, and provide a short statement giving examples to support this. All content statements must be achieved for the learners to achieve a pass.

Pass performance descriptor

Entry Level 1

On the last page of the Assessment Record Sheet is the summative performance descriptor, which learners must meet in order to pass:

Learners generally demonstrate the requirements for the level:

- *consistently*
- *effectively*
- *to an appropriate degree for that level.*

Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

This means that learners need to be meeting **each** specified criterion on **most** occasions within the task to have achieved it. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task. For example, if *most* of the statements they make in Task 2 are 'communicated clearly', then they will have met the requirements of E1.6 within that task.

This means that all decisions about whether a learner has met a criterion within a task must be made with reference to this statement.

Entry Level 2

On the last page of the *Assessment Record Sheet* is the summative performance descriptor, which learners must meet in order to pass:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- to an appropriate degree for that level.

Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

This means that learners need to be meeting **each** specified criterion on **most** occasions within the task to have achieved it. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task. For example, if most of the information, opinions and feelings are 'expressed clearly' in Task 2, then they will have met the requirements of E2.5 within that task.

This means that all decisions about whether a learner has met a criterion within a task must be made with reference to this statement.

Entry Level 3

On the last page of the *Assessment Record Sheet* is the summative performance descriptor, which learners must meet in order to pass:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- to an appropriate degree for that level.

Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

This means that learners need to be meeting **each** specified criterion on **most** occasions within the task to have achieved it. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task. For example, if most of the contributions they make in Task 2 are 'relevant', then they will have met the requirements of E3.6 within that task.

This means that all decisions about whether a learner has met a criterion within a task must be made with reference to this statement.

Resits

Learners who do not pass the assessment the first time can re-sit it. Learners must retake a new SLC assessment no earlier than 14 days from taking the original assessment – this means that each of the activities in Task 1 and the discussion in Task 2 must be different from the original assessment. Where a learner has not passed one of the tasks for SLC they are permitted to retake that task only, providing they passed the other task.