

Functional Skills English Entry 3 Assessment



www.cityandguilds.com

March 2019

Version 0.1

Speaking, Listening and Communicating Assessment Guidance

DRAFT

These documents are draft and subject to Technical Evaluation by Ofqual.

Assessors must be familiar with the subject content, the performance descriptors and the assessment specifications for the Entry 3 Speaking, Listening and Communicating. These can be found in the Qualification and Assessment Specification for Entry Level English (E1-3).

Guidance for conducting the assessment

The candidate will need to take part in **two** activities as part of a **group**:

- Extracting information followed by a formal group discussion
- An informal group discussion on a familiar topic

Candidates will need to demonstrate **all** of the following skills and meet the performance descriptors given on page 5:

- Identify and extract relevant information and detail in straightforward explanations
- Make requests and ask concise questions using appropriate language in different contexts
- Communicate information and opinions clearly on a range of topics
- Respond appropriately to questions on a range of topics
- Follow and understand the main points of discussions
- Make relevant contributions to group discussions about straightforward topics
- Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the above assessment criteria.

Topics

You may use the suggested activities (see Annex 1) or other activities suitable for the candidate. Whatever topic(s) you choose, you must ensure candidates have the opportunity to meet all the criteria

Activity 1

The information can either be presented to the candidates by the assessor or other suitable adult, or alternatively, they can listen to an audio recording or watch a video.

Topics for a **formal** discussion may include, but are not limited to:

- a topic related to the candidates' course
- climate change
- a current event.

Activity 2

Examples of an **informal** discussion may include, but are not limited to:

- social networking
- holidays
- sports
- television programmes.

Guidance for assessors

- Assessments must be carried out by an appropriate member of staff. The assessor must be on the list of assessors submitted to City & Guilds and must attend the centre's standardisation meetings for Speaking, Listening and Communication assessment.
- The discussion is likely to be with the assessor but it could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.
- The assessor must choose topics of discussion that reflect real life as much as possible and are of interest to the candidate.
- Any topic used for assessment practice cannot be used for the live assessment.
- The candidate should be informed of the familiar topic for the formal discussion in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. If this is not possible, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion.
- The candidate should be informed of the familiar topic for the informal discussion in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. Alternatively, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion.
- The assessor needs to be familiar with the topic that is being discussed and should prepare questions/input to help move the discussion along, if required, and allow the candidate to show understanding. Questions should be pitched at the right level and should include both simple and compound questions.
- Assessors should give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly, then, if necessary, reformulate using simpler language.
- Assessors should speak naturally, in a friendly and relaxed manner with clear delivery. As far as possible, they should avoid using grammatical structures that are beyond the repertoire expected at this level.
- If the candidate says something that is not clear, ask them to repeat or clarify using a simple request such as "I'm sorry, could you repeat that please?"
- Assessors should invite questions from members of the group.
- The assessor can take part in the discussions at this level.
- The assessor should indicate clearly the start and end of each activity.

Assessment evidence

- Details of the candidate's performance **must** be recorded on the Entry 3 Assessment record sheets. These sheets are available on the website as PDF and Word documents to allow records to be typed.
- Centres **must** use the Assessment record sheets provided by City and Guilds. Any changes **must** be agreed with the centre's External Quality Assurer and competence against each of the criteria **must** be evident.
- **Two** assessment record sheets fully and accurately completed are required at this level.
- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes **must** be given to illustrate the candidate's performance at the level. The recorded comments should address the candidate's performance as a whole, and need not address each assessment criterion individually. However, when making overall comments it is important that the assessment criteria are not merely repeated, as comments and quotes should show **HOW** the candidate met the criteria.
- Additional notes or observations can be used to enhance the assessor's observation. If candidate notes are attached, the box can be ticked and a written explanation of how the candidate prepared for the assessment may not be necessary.
- Audio and/ or video evidence is particularly useful for assessors when several learners are being assessed. It is also good practice for a proportion of assessments to be recorded for quality assurance purposes. However, it is not compulsory for audio/video recordings to be made and any recordings do not replace the written assessment records needed for each assessment.

Candidate performance and feedback

- Candidates must demonstrate **consistent** and **effective** application of the skills requirements from the subject content.
- For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass.

Pass descriptor:

Learners generally demonstrate the requirements for the level:

- Consistently,
 - Effectively, and
 - To an appropriate degree for that level.
- Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual subject content statement must be balanced by appropriate demonstration of the same content statement elsewhere.
 - The candidate must meet **all** the criteria as detailed on the assessment record sheets.
 - Candidates should be given feedback as soon as possible after the assessment activity. The written records should be completed within 14 days. Candidates can be shown the assessment record as part of the feedback but the record should be kept securely in the centre together with any supporting evidence such as candidate notes.
 - Any other evidence such as audio/video evidence, peer assessment records, and assessor recording notes should be kept with the assessment record.
 - Candidates who are unsuccessful should be given clear feedback and actions for future assessment. Additional teaching and learning should be available. All records of assessment (pass and fail) should be kept for sampling by IQA and EQA. Each activity is a stand-alone activity and there is no need to repeat an activity with a 'pass' decision.
 - Assessment records should be kept for three years before shredding. They are not returned to the learner.

Definitions

Discussion: a conversation (with at least two other people at this level) about a specific topic to reach a decision and/or exchange ideas. A discussion includes elements of 'listen and respond' and 'speak to communicate'. The group should engage in discussion to establish a shared understanding about a topic by communicating their own point of view and listening and responding to others.

Informal context: a discussion regarding an ordinary everyday subject with a relaxed and informal manner, more suitable for ordinary everyday conversations with a friend.

Formal context: a discussion regarding an ordinary everyday subject where a more formal manner, is expected.

Familiar topic: a topic that will be recognisable to the candidate and of which they will have prior knowledge.

Group: In this context a group is defined as three or more people. The group can include candidates working at another level and/or other people who are not being assessed. It is important to ensure the group size is appropriate for the candidate and allows him/her to make sufficient contributions. The other members of the group should have sufficient knowledge of the topic to take part in the discussion.

Assessors may find it easier to record performance with smaller groups (eg three to six candidates). The group size should not impede upon the assessor's ability to adequately record performance of all group members who are being assessed.

Straightforward: a subject or material that students often meet in the course of their work, studies or other activities.

Timing of assessments

- Candidates may have up to 20 minutes to complete the two activities.
- Activity 1 - It is suggested that 2- 5 minutes be allowed for the presentation. and 5-10 minutes be allowed for the formal discussion
- Activity 2 - It is suggested that 5-10 minutes be allowed for the informal discussion
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.
- Preparation time may occur outside of teaching time or in class. It is suggested that no more than 60 minutes is allowed for preparation.
- Preparation time should be time for individual preparation and can include research and making notes. Any additional notes/preparation materials should be attached to the candidate's Assessment Record Sheet.

Annex 1

Entry 3 Speaking, Listening and Communicating Suggested Assessment Activities

Activity 1 - Extracting information (2 -5 minutes suggested) followed by a formal group discussion (5 -10 minutes suggested).

The presentation may be by a speaker such as the assessor, an audio recording or a video recording such as Youtube.

Candidates should be allowed time to make notes and formulate opinions prior to the discussion which will be on the same topic.

Assessors should have a list of questions related to the presentation eg
What did the presenter say you should do with plastic bottles?
What is the main disadvantage of recycling plastic?
What do you think was the main point of the video?

Depending on the information presented, the questions may be issued to the candidates prior to the presentation or the assessor may choose to ask each candidate at least one question related to the presentation.

Introduce the activity to the candidate:

You are going to watch/ listen to a presentation about recycling plastic.

After the presentation you will have time to make notes/answer the questions on the sheet and then we will have a group discussion related to recycling plastic.

Details of the candidate's performance **must** be recorded on the Entry 3 Assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

You may use this Activity 1 or another activity suitable for the candidate. For example:

- a topic related to the candidates' course
- climate change
- a current event.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 1.

Activity 2 - Informal group discussion (5 – 10 minutes suggested)

Introduce the activity to the candidate:

We are going to have a discussion about social media. We can talk about

- The sites we use such as facebook
- What we like about social media.
- What is not so good about social media.

Remember to ask me some questions.

or

You are going to have a discussion about social media. You can talk about

- The sites you use such as facebook
- What you like about social media.
- What is not so good about social media.

Remember to ask each other some questions.

other topics can include:

- sports and hobbies
- holidays
- television programmes.

Details of the candidate's performance **must** be recorded on the Entry 3 Assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

You may use this Activity 2 or another activity suitable for the candidate. For example:

- a topic related to the candidates' course
- climate change
- a current event.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 2.

Functional Skills English Entry 3 assessment



www.cityandguilds.com

March 2019

Version 0.1

**Speaking, Listening and Communicating
Assessment record sheet**

DRAFT

Entry 3 Speaking, Listening and Communicating Assessment Record

Activity 1 - Extracting information and formal group discussion

Candidate's Name _____

C&G Enrolment number _____

Date of activity _____

Start time _____

Finish time _____

Straightforward topic _____

Group size _____

Details of group _____

Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

Candidate	Signature	Date
Assessor name	Signature	Date
Internal Quality Assurer (if sampled)	Signature	Date
External Quality Assurer (if sampled)	Signature	Date

Activity 1 – Extracting information and formal group discussion

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down examples that the candidate has used to demonstrate the skill.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
E3.1 Identified and extracted relevant information and detail in straightforward explanations	<input type="checkbox"/>	E3.1 may be evidenced by candidate notes or responses.
E3.2 Made requests and asked concise questions using appropriate language	<input type="checkbox"/>	Insert quote showing request or question from candidate for E3.2.
E3.4 Responded appropriately to questions	<input type="checkbox"/>	Give example of the question and the response from candidate for E3.4.
E3.3 Communicated information and opinions clearly	<input type="checkbox"/>	Please insert comment regarding contributions and quotes to cover E3.3, E3.5, E3.6 and E3.7
E3.5 Followed and understood the main points	<input type="checkbox"/>	
E3.6 Made relevant contributions	<input type="checkbox"/>	
E3.7 Listened to and responded appropriately to other points of view, respecting the conventions of turn-taking	<input type="checkbox"/>	

Entry 3 Speaking, listening and communicating Assessment Record

Activity 2 - Informal group discussion

Candidate's Name _____

C&G Enrolment number _____

Date of activity _____

Start time _____

Finish time _____

Straightforward topic _____

Group size _____

Details of group _____

Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

Candidate	Signature	Date
Assessor name	Signature	Date
Internal Quality Assurer (if sampled)	Signature	Date
External Quality Assurer (if sampled)	Signature	Date

Activity 2 – Informal group discussion

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down examples that the candidate has used to demonstrate the skill.

Confirm that the candidate:	Tick box	Give examples:
E3.1 Identified and extracted relevant information and detail in straightforward explanations	<input type="checkbox"/>	E3.1 may be evidenced by candidate notes or responses.
E3.2 Made requests and asked concise questions using appropriate language	<input type="checkbox"/>	Insert quote showing request or question from candidate for E3.2.
E3.4 Responded appropriately to questions	<input type="checkbox"/>	Give example of the question and the response from candidate for E3.4.
E3.3 Communicated information and opinions clearly	<input type="checkbox"/>	Please insert comment regarding contributions and quotes to cover E3.3, E3.5, E3.6 and E3.7
E3.5 Followed and understood the main points	<input type="checkbox"/>	
E3.6 Made relevant contributions	<input type="checkbox"/>	
E3.7 Listened to and responded appropriately to other points of view, respecting the conventions of turn-taking	<input type="checkbox"/>	

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
www.cityandguilds.com**

City & Guilds is a registered charity established to promote education and training

DRAFT