A picture containing text, person

Description automatically generatedTQUK Functional Skills Qualification in English at Entry Level 1

Sample Assessment Materials

Version 1

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# Overview

## Purpose of Assessment

To allow learners the opportunity to demonstrate the necessary competence in Speaking, Listening and Communicating (SLC) as outlined in the Subject Content.

## Scope of Study

The SLC Scope of Study (SoS) criteria are taken from the Department for Education (DfE) directive and are detailed below:

|  |  |
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| SoS | Entry Level 1 Subject Content |
| SoS1 | Say the names of the letters of the alphabet. |
| SoS2 | Identify and extract the main information from short statements and explanations. |
| SoS3 | Follow single-step instructions, asking for them to be repeated if necessary. |
| SoS4 | Make requests and ask straightforward questions using appropriate terms and registers. |
| SoS5 | Respond to questions about specific information. |
| SoS6 | Make clear statements about basic information and communicate their feelings and opinions on straightforward topics. |
| SoS7 | Understand and participate in simple discussions or exchanges with another person about a straightforward topic. |

Learners should be able to apply their speaking, listening and communicating skills in the following straightforward contexts at entry level 1:

* simple:
* narratives
* information
* instructions
* short:
* statements
* explanations
* discussions
* questions
* exchanges.

To achieve a pass, the learner must have demonstrated each SoS criterion.

The Assessor can use these materials to facilitate the assessment. The materials are intended for Assessor use only and should not be given directly to learners, except for Appendix 1, which is specifically designed to be provided to learners.

# Sample Assessment Material 1

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| Timings |
| The assessment time is **10 minutes** excluding preparation and break time.   * **Task 1:** 5 minutes * Part A: 2 minutes * Part B: 3 minutes * **Task 2:** 5 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s go to the supermarket!**  The assessment consists of **2** tasks:   * **Task 1:** One-to-one activity (consisting of part A and part B) * **Task 2:** One-to-one discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  The SoS criteria assessed during each task:   * **Task 1**   + say the names of the letters of the alphabet (SoS1)   + follow single-step instructions, asking for them to be repeated if necessary (SoS3)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4). * **Task 2**   + identify and extract the main information from short statements and explanations (SoS2)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4)   + respond to questions about specific information (SoS5)   + make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6)   + understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7). |

## Task 1: One-to-one activity – 5 minutes

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| Task 1 Part A - Say the alphabet letters – 2 minutes |
| The learner must say the name of at least 3 letters of the alphabet. |
| The learner will need |
| Access to a printed shopping list including common items. |
| Task 1 Part A - Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (Say the names of the letters of the alphabet (SoS1)). 2. Inform the learner that:  * this task must be completed within 2 minutes * task 1 has 2 parts: part A and part B, with part B following part A * they are allowed to make notes while listening to the instructions.  1. Introduce the task and ask the learner to say the names of the letters of the alphabet from 2 to 3 words written on the shopping list (SoS1). |
| Task 1 Part A - Assessor Guidance |
| In advance, prepare or print the shopping list (see Appendix 1 on page 24) as a resource for the task.  The learner does not need to memorise the letters and may refer to the letters presented on the shopping list.  The letters must be pronounced clearly.  The letters can be from 2 or 3 words and may be repeated.  Ensure that the language used throughout is appropriate for the level.  Visual aids or cues can be used to ensure the learner does not miss any letters.  **Shaping your lips to mouth letters or saying the names of any letters to the learner is not permitted.**  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner another opportunity to try and complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |
| Task 1 Part B – Follow single-step instructions, make requests and ask straightforward questions – 3 minutes |
| The learner must follow single-step instructions to complete the task. During the task, the learner is required to make requests and ask straightforward questions. |
| The learner will need |
| A shopping list, shopping bags and a selection of shopping-related items. |
| Task 1 Part B Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (follow single-step instructions, asking for them to be repeated if necessary (SoS3), make requests and ask straightforward questions using appropriate terms and registers (SoS4)). 2. Inform the learner that:  * the task must be completed within 3 minutes * they will be required to follow single-step instructions and can ask for instructions to be repeated if necessary * they must make requests and ask questions * they are allowed to make notes while listening to the instructions.  1. Start the task:  * ask the learner to follow these single-step instructions: * please walk to a table (SoS3) (there should be more than 1 table, allowing the learner to ask straightforward questions using appropriate terms and registers to locate the correct table (SoS4)) * please pick up a shopping bag (SoS3). There should be more than 1 shopping bag in the room, allowing the learner to ask straightforward questions using appropriate terms and registers to pick the correct shopping bag (SoS4) * please bring me the shopping bag (SoS3) * please put an item in the shopping bag (SoS3). The item should not be specified, enabling the learner to ask straightforward questions using appropriate terms and registers (SoS4) * please tick [an item] on the shopping list (SoS3). The item should be specified. The pen should be underneath their chair, enabling the learner to make a request using appropriate terms and registers for the pen to be handed to them (SoS4)).  1. End the task and provide the learner with a break of 10 minutes. |
| Task 1 Part B Assessor Guidance |
| Ensure the shopping list, shopping bags, selection of shopping related items, pen, chair and tables are available for the learner to complete the task.  Give only **1** instruction at a time, allowing sufficient time for the learner to process and respond before moving to the next instruction.  Instructions must be adapted if the SLC assessment is delivered remotely via video conferencing. Make sure tasks can be completed within anarea that can be captured by the camera. Avoid including instructions that involve big body movements or directions, such as left and right.  Ensure that the language used throughout is appropriate for the level.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the instruction/task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner an additional opportunity to try and make a request/ask a question/complete the instruction.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: One-to-one discussion/exchange – 5 minutes

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| The learner must participate in a simple discussion/exchange, they will be asked questions about the themed scenario, and they are required to make at least **1** request and ask at least **1** question. |
| Assessment Theme |
| Let’s go to the supermarket! |
| Scenario |
| When I need to do food shopping, I often go to the nearby supermarket - Maplewick Supermarket. It is open daily from 8:00am to 10:00pm. Before I go, I write a shopping list.  At Maplewick Supermarket, I find a wide variety of food options including fresh produce, baked food, frozen food, pasta and breakfast cereal. I can pay using cash or card. I love their special offers, such as the ‘half-price Tuesdays’.  The staff are friendly and happy to help. I love shopping there. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different types of food/supermarket environments * the shopping list * video capturing the environment of a supermarket * supermarket magazines.   \*These are available via a range of online content providers. |
| Task 2 Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (identify and extract the main information from short statements and explanations (SoS2), make requests and ask straightforward questions using appropriate terms and registers (SoS4), respond to questions about specific information (SoS5), make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6), understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7)). 2. Inform the learner that:  * the task must be completed within a maximum of 5 minutes * they are allowed to make notes while listening to the instructions and scenario * they must participate in a simple discussion/exchange * they will be asked questions about the scenario * they are required to make at least 1 request and ask at least 1 question to meet the criteria * the assessment theme is Let’s go to the supermarket!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner to identify and extract the main information from the scenario (SoS2): * can you tell me something about the supermarket? * ask the learner to respond to questions about specific information (SoS5): * what do I do before I go to Maplewick Supermarket? * what time does the supermarket close every day? * encourage the learner to make requests and ask straightforward questions about the content of the scenario (SoS4). If prompts are necessary, these could include: * is there anything you would like to know about the supermarket? * do you have any questions? * do you have any questions about shopping in the supermarket? * ask the learner to make clear statements about basic information (SoS6): * tell me what you buy at the supermarket * tell me how often you go to the supermarket * tell me how much you usually spend at the supermarket * ask the learner to communicate their feelings or opinions (SoS6): * how do you feel about shopping at the supermarket? * why do you like/dislike the supermarket? * what is your opinion on special offers in supermarkets? * throughout the discussion and exchanges between self and learner, assess the learner’s ability to understand and participate in simple discussions or exchanges about the straightforward topic (SoS7).  1. End the task:  * Thank the learner for taking part in the SLC assessment. Inform the learner that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |

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| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner’s abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable learners to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Visual aids or cues can be used to support the learner.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

# Sample Assessment Material 2

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| Timings |
| The assessment time is **10 minutes** excluding preparation and break time.   * **Task 1:** 5 minutes * Part A: 2 minutes * Part B: 3 minutes * **Task 2:** 5 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s organise a party!**  The assessment consists of **2** tasks:   * **Task 1:** One-to-one activity (consisting of part A and part B) * **Task 2:** One-to-one discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  The SoS assessed during each task:   * **Task 1**   + say the names of the letters of the alphabet (SoS1)   + follow single-step instructions, asking for them to be repeated if necessary (SoS3)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4). * **Task 2**   + identify and extract the main information from short statements and explanations (SoS2)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4)   + respond to questions about specific information (SoS5)   + make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6)   + understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7). |

## Task 1: One-to-one activity – 5 minutes

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| Task 1 Part A - Say the alphabet letters - 2 minutes |
| The learner must say the name of at least 3 letters of the alphabet. |
| The learner will need |
| Access to a party invitation |
| Task 1 Part A - Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (Say the names of the letters of the alphabet (SoS1)). 2. Inform the learner that:  * this task must be completed within 2 minutes * task 1 has 2 parts: part A and part B, with part B following part A * they are allowed to make notes while listening to the instructions.  1. Introduce the task and ask the learner to say the names of the letters of the alphabet from 2 to 3 words written on the party invitation (SoS1). |
| Task 1 Part A - Assessor Guidance |
| In advance, prepare or print a party invitation (see Appendix on page 25) as a resource for the task.  The learner does not need to memorise the letters and may refer to letters presented on a party invitation.  The letters must be pronounced clearly.  The letters can be from 2 or 3 words and may be repeated.  Ensure that the language used throughout is appropriate for the level.  Visual aids or cues can be used to ensure the learner does not miss any letters.  **Shaping your lips to mouth letters or saying the names of any letters to the learner is not permitted.**  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner another opportunity to try and complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |
| Task 1 Part B – Follow single-step instructions, make requests and ask straightforward questions - 3 minutes |
| The learner must follow single-step instructions to complete the task. During the task, the learner is required to make requests and ask straightforward questions. |
| The learner will need |
| Boxes.  Box containing different coloured balloons.  Party decorations.  Pictures of a variety of party decorations. |
| Task 1 Part B - Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (follow single-step instructions, asking for them to be repeated if necessary (SoS3) and make requests and ask straightforward questions using appropriate terms and registers (SoS4)). 2. Inform the learner that:  * the task must be completed within 3 minutes * they will be required to follow single-step instructions and can ask for them to be repeated if necessary * they must make requests and ask questions * they are allowed to make notes while listening to the instructions.  1. Start the task:  * ask the learner to pick up the box (SoS3). There should be more than 1 box, allowing the learner to ask straightforward questions using appropriate terms and registers to locate the correct box (SoS4) * ask the learner to show you a balloon from the box (SoS3) without telling them which 1 you want. The box should contain balloons of different colours, and the learner must ask straightforward questions using appropriate terms and registers to identify which balloon to show (SoS4) * ask the learner to bring the balloon to you (SoS3) * show the learner pictures of a variety of party decorations. Ask the learner to select which decorations they would like you to buy for the party. The learner must use appropriate terms and registers to make their selection (SoS4) * tell the learner to imagine they are invited to a pizza party, but they don’t eat pizza. Ask the learner to request an alternative food item. The learner must use appropriate terms and registers to make their request (SoS4) * ask the learner to say the name of a game they could play at a party (SoS3).  1. End the task and provide the learner with a break of 10 minutes. |
| Task 1 Part B Assessor Guidance |
| Ensure the boxes, different coloured balloons, party decorations and pictures of a variety of party decorations are available for the learner to complete the task.  Give only **1** instruction at a time, allowing sufficient time for the learner to process and respond before moving to the next instruction.  Instructions must be adapted if the SLC assessment is delivered remotely via video conferencing. Make sure tasks can be completed within anarea that can be captured by the camera. Avoid including instructions that involve big body movements or directions, such as left and right.  Ensure that the language used throughout is appropriate for the level.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the instruction/task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner an additional opportunity to try and make a request/ask a question/complete the instruction.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: One-to-one discussion/exchange – 5 minutes

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| The learner must participate in a simple discussion/exchange, they will be asked questions about the themed scenario, and they are required to make at least 1 request and ask at least 1 question. |
| Assessment Theme |
| Let’s organise a party! |
| Scenario |
| I am planning a party to celebrate the end of term. It will be on a Friday at 2pm in the hall.  I am going to invite all of the class and 3 teachers. I will send out an email and paper invitations.  I have a budget of £50. I will order pizzas and buy some snacks and drinks.  I will set up a playlist of rock, pop and dance music. We can also watch a film together.  We will have fun. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different types of parties * invitations * video capturing the environment of a party * a list of music * a list of films.   \*These are available via a range of online content providers. |
| Task 2 Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (identify and extract the main information from short statements and explanations (SoS2), make requests and ask straightforward questions using appropriate terms and registers (SoS4), respond to questions about specific information (SoS5), make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6), understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7)). 2. Inform the learner that:  * the task must be completed within a maximum of 5 minutes * they are allowed to make notes while listening to the instructions and scenario * they must participate in a simple discussion/ exchange * they will be asked questions about the scenario * they are required to make at least 1 request and ask at least 1 question to meet the criteria * the assessment theme is Let’s organise a party!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner to identify and extract the main information from the scenario (SoS2): * can you tell me something about the party? * ask the learner to respond to questions about specific information (SoS5): * what is your budget? * what food will you order? * encourage the learner to make requests and ask straightforward questions about the content of the scenario (SoS4). If prompts are necessary, these could include: * is there anything that is unclear about the party? * do you have any questions about the food available at the party? * ask the learner to make clear statements about basic information (SoS6): * tell me what you would wear to a party * tell me what food you would eat at a party * tell me about the best party you have ever had * ask the learner to communicate their feelings or opinions (SoS6). If prompts are necessary, these could include: * do you like going to parties? * can you tell me why you like that music? * can you tell me why you like that party food? * throughout the discussion and exchanges between self and learner, assess the learner’s ability to understand and participate in simple discussions or exchanges about the straightforward topic (SoS7).  1. End the task:  * thank the learner for taking part in the SLC assessment. Inform the learner that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner’s abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable learners to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Visual aids or cues can be used to support the learner.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   If a learner requires **more than 3** **prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

# Sample Assessment Material 3

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| Timings |
| The assessment time is **10 minutes** in duration excluding preparation and break time.   * **Task 1:** 5 minutes * Part A: 2 minutes * Part B: 3 minutes * **Task 2:** 5 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s meet at the café!**  The assessment consists of **2** tasks:   * **Task 1:** One-to-one activity (consisting of part A and part B) * **Task 2:** One-to-one discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  The SoS to be assessed during each task:   * **Task 1**   + say the names of the letters of the alphabet (SoS1)   + follow single-step instructions, asking for them to be repeated if necessary (SoS3)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4). * **Task 2**   + identify and extract the main information from short statements and explanations (SoS2)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4)   + respond to questions about specific information (SoS5)   + make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6)   + understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7). |

## Task 1: One-to-one activity – 5 minutes

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| Task 1 Part A – Say the alphabet letters - 2 minutes |
| The learner must say the name of at least 3 letters of the alphabet. |
| The learner will need |
| A printed café menu.  Table and chairs |
| Task 1 Part A Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (say the names of the letters of the alphabet (SoS1)). 2. Inform the learner that:  * this task must be completed within 2 minutes * task 1 has 2 parts: part A and part B, with part B following part A * they are allowed to make notes while listening to the instructions.  1. Introduce the task:  * ask the learner to say the names of the letters of the alphabet from 2 to 3 words written on the menu (SoS1). |
| Task 1 Part A Assessor Guidance |
| In advance, prepare or print a café menu (see Appendix 1 on page 26) as a resource for the task.  The learner does not need to memorise the letters and may refer to letters presented on a menu.  The letters must be pronounced clearly.  The letters can be from 2 or 3 words and may be repeated.  Ensure that the language used throughout is appropriate for the level.  Visual aids or cues can be used to ensure the learner does not miss any letters.  **Shaping your lips to mouth letters or saying the names of any letters to the learner is not permitted.**  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner another opportunity to try and complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |
| Task 1 Part B – Follow single-step instructions, make requests and ask straightforward questions – 3 minutes |
| The learner must follow single-step instructions to complete the task. During the task, the learner is required to make requests and ask straightforward questions. |
| The learner will need |
| A printed café menu.  Table and chairs. |

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| Task 1 Part B Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (follow single-step instructions, asking for them to be repeated if necessary (SoS3), and make requests and ask straightforward questions using appropriate terms and registers (SoS4)). 2. Inform the learner that:  * the task must be completed within 3 minutes * they will be required to follow single-step instructions during role play and can ask for them to be repeated if necessary * they must make requests and ask questions * they are allowed to make notes while listening to the instructions.  1. Start the task:  * tell the learner to imagine they are in a café, and you are a café assistant * direct the following questions/statements to the learner:   + please pick up the menu (SoS3)   + please sit down (SoS3) (there should be more than 1 seat available, allowing the learner to ask straightforward questions to locate the correct seat (SoS4))   + do you have any questions about the options on the menu? (SoS4)   + which food would you like to order from the menu? (SoS4)   + this food is not available, please request another food option (SoS4)   + please stand up (SoS3)   + please hand me the menu (SoS3).  1. End the task and provide the learner with a break of 10 minutes |
| Task 1 Part B Assessor Guidance |
| Ensure the printed café menu, chairs and tables are available for the learner to complete the role-play task.  Give only **1** instruction at a time, allowing sufficient time for the learner to process and respond before moving to the next instruction.  Instructions must be adapted if the SLC assessment is delivered remotely via video conferencing. Make sure tasks can be completed within anarea that can be captured by the camera. Avoid including instructions that involve big body movements or directions, such as left and right.  Ensure that the language used throughout is appropriate for the level.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the instruction/task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner another opportunity to try and make a request/ask a question/complete the instruction.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: One-to-one discussion/exchange – 5 minutes

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| The learner must participate in a simple discussion/exchange, they will be asked questions about the themed scenario, and they are required to make at least 1 request and ask at least 1 question. |
| Assessment Theme |
| Let’s meet at the café! |
| Scenario |
| I want to meet up with my friend because we haven’t seen each other for a long time.  We plan to meet at a small, friendly café. We usually talk about which food and drinks we enjoy and what we will order. I like the chocolate cake and tea there.  I will go there by bus because there is a bus stop near the café. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs of a café * a café menu * video capturing the environment of a café.   \* These are available via a range of online content providers. |
| Task 2 Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (identify and extract the main information from short statements and explanations (SoS2), make requests and ask straightforward questions using appropriate terms and registers (SoS4), respond to questions about specific information (SoS5), make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6), understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7)). 2. Inform the learner that:  * this task must be completed within a maximum of 5 minutes * they are allowed to make notes while listening to the instructions and scenario * they will participate in a simple discussion/exchange * they are required to make at least 1 request or ask at least 1 question to meet the criteria * the assessment theme is Let’s meet at the café!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner to identify and extract the main information from the scenario (SoS2): * can you tell me something about the café? * ask the learner to respond to questions about specific information (SoS5): * which cake do I like from the café? * how will I travel to the café? * encourage the learner to make requests and ask straightforward questions about the content of the scenario (SoS4). If prompts are necessary, these could include: * is there anything you would like to know about the café? * is there anything you would like to know about me and my friend’s conversation? * do you have any questions about my friend? * ask the learner to make clear statements about basic information (SoS6). If prompts are necessary, these could include: * tell me about the drink you normally order in a café * tell me when you last travelled on a bus * tell me about a café you like to go to * ask the learner to communicate their feelings or opinions (SoS6). If prompts are necessary, these could include: * how do you feel about meeting a friend at a café? * what is your opinion on the food in cafés? * what do you like about your favourite café? * throughout the discussion and exchanges between self and learner, assess the learner’s ability to understand and participate in simple discussions or exchanges about the straightforward topic (SoS7).  1. End the task:  * thank the learner for taking part in the SLC assessment. Inform the learner that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |

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| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner’s abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable learners to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Visual aids or cues can be used to support the learner.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

# Sample Assessment Material 4

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| Timings |
| The assessment time **10 minutes** excluding preparation and break time.   * **Task 1**: 5 minutes * Part A: 2 minutes * Part B: 3 minutes * **Task 2:** 5 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s do something fun at the weekend!**  The assessment consists of **2** tasks:   * **Task 1:** One-to-one activity (consisting of part A and part B) * **Task 2:** One-to-one discussion/exchange.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  The SoS assessed during each task:   * **Task 1**   + say the names of the letters of the alphabet (SoS1)   + follow single-step instructions, asking for them to be repeated if necessary (SoS3)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4). * **Task 2**   + identify and extract the main information from short statements and explanations (SoS2)   + make requests and ask straightforward questions using appropriate terms and registers (SoS4)   + respond to questions about specific information (SoS5)   + make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6)   + understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7). |

## Task 1: One-to-one activity – 5 minutes

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| Task 1 Part A – Say the alphabet letters - 2 minutes |
| The learner must say the name of at least 3 letters of the alphabet. |
| The learner will need |
| Access to an activity poster |
| Task 1 Part A Assessor Instructions |
| 1. Remind the learner of the SoS criteria to be assessed (say the names of the letters of the alphabet (SoS1)). 2. Inform the learner that:  * this task must be completed within 2 minutes * Task 1 has 2 parts: part A and part B, with part B following part A * they are allowed to make notes while listening to the instructions.  1. Introduce the task and ask the learner to say the names of the letters of the alphabet from 2 to 3 words on the activity poster (SoS1). |
| Task 1 Part A Assessor Guidance |
| In advance, prepare or print the activity poster (see appendix 1 on page 27) as a resource for the task.  The learner does not need to memorise the letters and may refer to letters presented on an activity poster.  The letters must be pronounced clearly.  The letters can be from 2 or 3 words and may be repeated.  Ensure that the language used throughout is appropriate for the level.  Visual aids or cues can be used to ensure the learner does not miss any letters.  **Shaping your lips to mouth letters or saying the names of any letters to the learner is not permitted.**  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the task * reminding the learner of the main parts of the task being assessed at that stage * giving the learner another opportunity to try and complete the task.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |
| Task 1 Part B – Follow single-step instructions, make requests and ask straightforward questions – 3 minutes |
| The learner must follow single-step instructions to complete the task. During the task, the learner is required to make requests and ask straightforward questions. |
| The learner will need |
| Ball  Box  Pen  Pen pot  Table  Activity poster |
| Task 1 Part B Assessor instructions |
| 1. Remind the learner of the SoS criteria to be assessed (follow single-step instructions, asking for them to be repeated if necessary (SoS3), and make requests and ask straightforward questions using appropriate terms and registers (SoS4)). 2. Inform the learner that:  * the task must be completed within 3 minutes * they will be required to follow single-step instructions and can ask for them to be repeated if necessary * they must make requests and ask questions * they are allowed to make notes while listening to the instructions.  1. Start the task:  * take hold of the ball and make sure the activity poster is on the floor next to where you are sitting and that the pot of pens is on a table. * direct the following questions/statements to the learner: * how would you like me to pass the ball to you? (SoS4) * please put the ball in the box (SoS3) * please pick up the activity poster (SoS3) * please collect a pen from the pen pot on the table (SoS3) * on the poster, please draw a circle around an activity you would like to take part in (SoS3) * which activity have you chosen? (SoS4) * ask me some questions about the activity you have chosen (SoS4)  1. End the task and provide the learner with a break of 10 minutes. |
| Task 1 Part B Assessor Guidance |
| Ensure a small soft ball, box, pen, pen pot, table and activity poster is available for the learner to complete the task.  Give only **1** instruction at a time, allowing sufficient time for the learner to process and respond before moving to the next instruction.  Instructions must be adapted if the SLC assessment is delivered remotely via video conferencing. Make sure tasks can be completed within anarea that can be captured by the camera. Avoid including instructions that involve big body movements or directions, such as left and right.  Ensure that the language used throughout is appropriate for the level.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the instruction/task * reminding the learner of the main parts of task being assessed at that stage * giving the learner an additional opportunity to try and make a request/ask a question/complete the instruction.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: One-to-one discussion/exchange – 5 minutes

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| The learner must participate in a simple discussion/exchange, they will be asked questions about the themed scenario, and they are required to make at least 1 request and ask at least 1 question. |
| Assessment Theme |
| Let’s do something fun at the weekend! |
| Scenario |
| I love weekends!  Sometimes, I go walking or visit a local museum. Other times, I enjoy staying at home. My favourite thing to do when I have free time is to play the guitar. I often play it at weekends.  I have a band with 3 of my friends. We meet every Friday to play together. We have our first show next month. We are excited, but I am a little nervous as well. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different types of leisure activities * photographs/images of musical instruments/bands.   \*These are available via a range of online content providers. |
| Task 2 Assessor instructions |
| 1. Remind the learner of the SoS criteria to be assessed (identify and extract the main information from short statements and explanations (SoS2), make requests and ask straightforward questions using appropriate terms and registers (SoS4), respond to questions about specific information (SoS5), make clear statements about basic information, and communicate their feelings and opinions on straightforward topics (SoS6), understand and participate in simple discussions or exchanges with another person about a straightforward topic (SoS7)). 2. Inform the learner that:  * the task must be completed within a maximum of 5 minutes * they are allowed to make notes while listening to the instructions and scenario * they must participate in a simple discussion/exchange * they will be asked questions about the scenario * they are required to make at least 1 request and ask at least 1 question to meet the criteria * the assessment theme is Let’s do something fun at the weekend!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner to identify and extract the main information from the scenario (SoS2): * can you tell me about the things I do at weekends? * ask the learner to respond to questions about specific information (SoS5): * on which day do I play in a band with my friends? * what is my favourite thing to do when I have free time? * encourage the learner to make requests and ask straightforward questions about the content of the scenario (SoS4). If prompts are necessary, these could include: * is there anything you would like to know about my band? * do you have any questions about the things I do at the weekend? * what other things would you like to know about my weekends? * ask the learner to make clear statements about basic information (SoS6): * tell me what you usually do at weekends * tell me some things you think are fun * tell me who you usually spend your weekends with * ask the learner to communicate their feelings or opinions (SoS6): * how do you feel about staying at home on weekends? * what makes weekends special for you? * do you like watching bands? * throughout the discussion and exchanges between self and learner, assess the learner’s ability to understand and participate in simple discussions or exchanges about the straightforward topic (SoS7).  1. End the task:  * thank the learner for taking part in the SLC assessment. Inform the learner that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |

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| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner’s abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable learners to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Visual aids or cues can be used to support the learner.  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the instruction.   If a learner requires **more than 3 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

# Appendix 1: Resources

## Shopping List (Sample Assessment Material 1 Resource)

**My shopping list**

water

eggs

rice

pasta

apples

coffee

## Party invitation (Sample Assessment Material 2 Resource)

A screenshot of a party invitation

Description automatically generated

## Café menu (Sample Assessment Material 3 Resource)

A menu of a cafe

Description automatically generated

## Activity poster (Sample Assessment Material 4 resource)

A group of people playing sports

Description automatically generated