

# Using the Assessment Record Sheet

## Functional Skills English Speaking, Listening & Communication Level 1

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the talk/Q&A activity and the formal discussion.
- For each assessed task, the Assessor must place a tick against each content statement/criterion if it has been achieved. Each specified criterion must be achieved in each activity for a pass to be awarded.
- Learners need to be meeting each specified criterion on most occasions within each task. This means that the occasional lapse is acceptable, e.g. in using appropriate phrases, as long as the criterion is being met on most occasions.
- When completing the 'Assessor comments' box for each task, the comments should be personalised and refer to the learner's performance in relation to the relevant criteria. On average, the comments should be approximately 50 words to 100 words in length for each task.
- If the learner has achieved all of the Level 1 criteria then the box above the assessor declaration must be ticked to achieve this.
- All requested details must be included on each form, including the Pearson registration number for each learner, signatures and the details of the activity.

## Functional Skills English

### Assessment Record Sheet – Level 1 - Requires improvement

#### Speaking, Listening and Communicating

Centre name: XXXX	Learner name: Jess
Centre number: XXXX	Pearson registration number: XXXX

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of the Task 1: Talk and Question and Answer Session		
Talk topic: Hobby	Date:	
	DD/MM/YYYY	
Group size: 3	Duration:	
Subject content statements	Tick if achieved	Assessor comments
L1.1 Identify relevant information and lines of argument in explanations or presentations	✓	Jess's talk was very interesting and she met all the criteria. I learnt a lot about street dance. She also asked some good questions to the other learners-well done Jess!
L1.2 Make requests and ask relevant questions to obtain specific information in different contexts	✓	
L1.3 Respond effectively to detailed questions	✓	
L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics	✓	
L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓	

**Commented [P1]:** Details should be included of the length of the activity and the length of the learner's contribution.

**Commented [P2]:** This comment lacks detail and does not show how the learner met the criteria. Comments should be focused on how the learner met the criteria and refer to what they said.

Learners need to be meeting each specified criterion on most occasions within each task.

Use the space below to give details of Task 2: Discussion		
<b>Discussion topic:</b> Choosing a charity to support		<b>Date:</b> DD/MM/YYYY
<b>Group size:</b> 3		<b>Duration:</b>
Subject content statements	Tick if achieved	Assessor comments
L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics	✓	Jess told us about Shelter, which is the charity that she supports. She spoke clearly and persuaded everyone to support her charity. She spoke appropriately most of the time, but did not give anyone else much of a chance to speak.
L1.5 Express opinions and arguments and support them with evidence	✓	
L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject	✓	
L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓	
L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection	✓	
Details of any access arrangements used		
N/a		

**Commented [P3]:** The duration of the discussion is missing here.

**Commented [P4]:** Again there is a lack of detail and some of the comments (e.g. 'did not give anyone else much of a chance to speak') suggest that some of the criteria were not actually met, e.g. L1.8. These comments would not be accepted by a standards verifier as sufficient evidence of achievement.

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 1, learners must generally demonstrate the requirements for the level:

- consistently, effectively, and to an appropriate degree for Level 1.
- Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

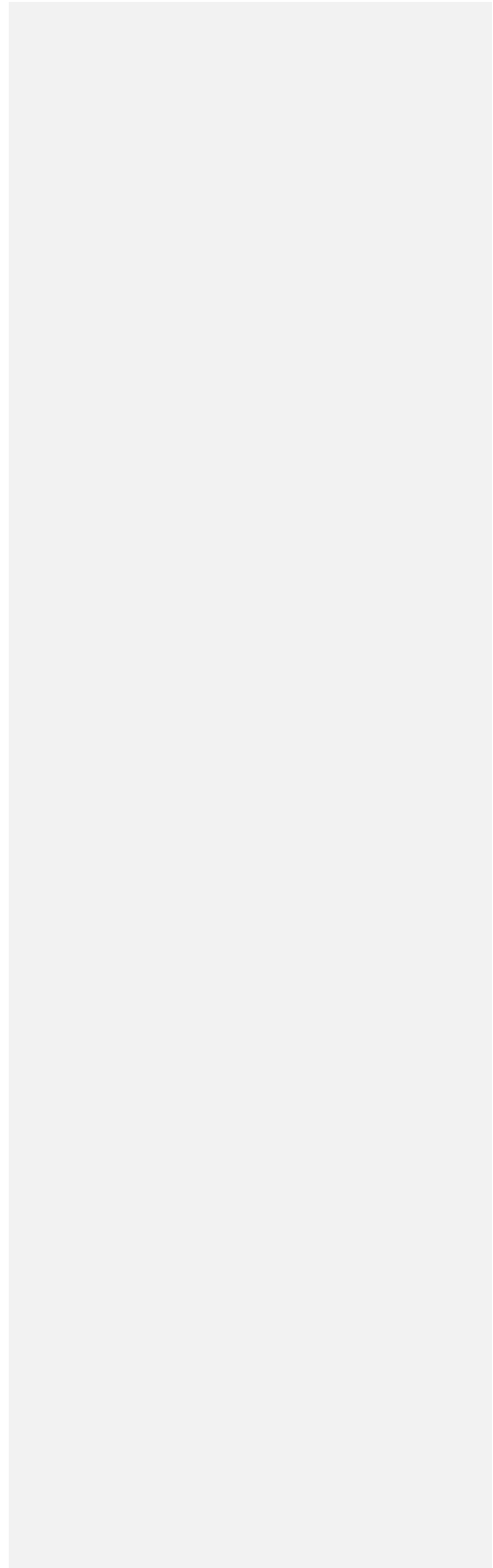


Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 1.

Assessor declaration		
I confirm that this learner has been assessed according to the instructions provided.		
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
A.N. Assessor	A.N. Assessor	DD/MM/YYYY
Sampling information (to complete if work is sampled)		
<b>Internal Verifier name</b>	<b>Signature</b>	<b>Date</b>
A. Verifier	A. Verifier	DD/MM/YYYY

<b>Pearson Standards Verifier name</b>	<b>Signature</b>	<b>Date</b>

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## Functional Skills English

### Assessment Record Sheet – Level 1 - Good example

#### Speaking, Listening and Communicating

Centre name: XXXX	Learner name: Niles
Centre number: XXXX	Pearson registration number: XXXX

Commented [P5]: Please put full name here.

Commented [P6]: The registration number must be included on each form.

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of the Task 1: Talk and Question and Answer Session		
Talk topic: Hobby	Date:	
	DD/MM/YYYY	
Group size: 3	Duration: 12.35	
	Own talk/Q&A session: 4.45	
Subject content statements	Tick if achieved	Assessor comments
L1.1 Identify relevant information and lines of argument in explanations or presentations	✓	Niles spoke about his love of football. His talk was well planned and he successfully communicated information on topics including the team he supports and the team he plays for (1.4). He successfully adapted his talk to make it interesting for the group (1.7) and responded effectively to detailed questions (1.3), e.g. when asked about whether top football players set a good example to fans.
L1.2 Make requests and ask relevant questions to obtain specific information in different contexts	✓	His questions to others were relevant (1.2) and showed that he had listened carefully and identified relevant information in their talks, e.g. when he asked Katya about the equipment needed for her hobby. (1.1).
L1.3 Respond effectively to detailed questions	✓	
L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics	✓	
L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓	

Commented [P7]: Examples like this help to make it clear how the criteria were met.

Commented [P8]: Comments include information on what Niles said and how each criterion was met. This is good practice.

Learners need to be meeting each specified criterion on most occasions within each task.

Use the space below to give details of Task 2: Discussion		
<b>Discussion topic:</b> Choosing a charity to support		<b>Date:</b> DD/MM/YYYY
<b>Group size:</b> 3		<b>Duration:</b> 10.14
Subject content statements	Tick if achieved	Assessor comments
<b>L1.4</b> Communicate information, ideas and opinions clearly and accurately on a range of topics	✓	Nilesh introduced the topic and made several relevant contributions that showed understanding of the topic (1.6). He spoke clearly throughout and covered topics including which charity to choose and how to raise money (1.4). He expressed clear opinions and supported these with evidence, e.g. when talking about the work that his chosen charity does (1.5). He used appropriate language throughout and adapted his contributions to show that he was considering other people's views. (1.7). He respected the turn taking rights of others throughout and used appropriate language for interjection, e.g. 'I agree, but...' (1.8)
<b>L1.5</b> Express opinions and arguments and support them with evidence	✓	
<b>L1.6</b> Follow and understand discussions and make contributions relevant to the situation and the subject	✓	
<b>L1.7</b> Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓	
<b>L1.8</b> Respect the turn-taking rights of others during discussions, using appropriate language for interjection	✓	
Details of any access arrangements used		
N/a		

**Commented [P9]:** The use of quotation is an effective way of demonstrating how a learner met a criterion.

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 1, learners must generally demonstrate the requirements for the level:

- consistently, effectively, and to an appropriate degree for Level 1.
- Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

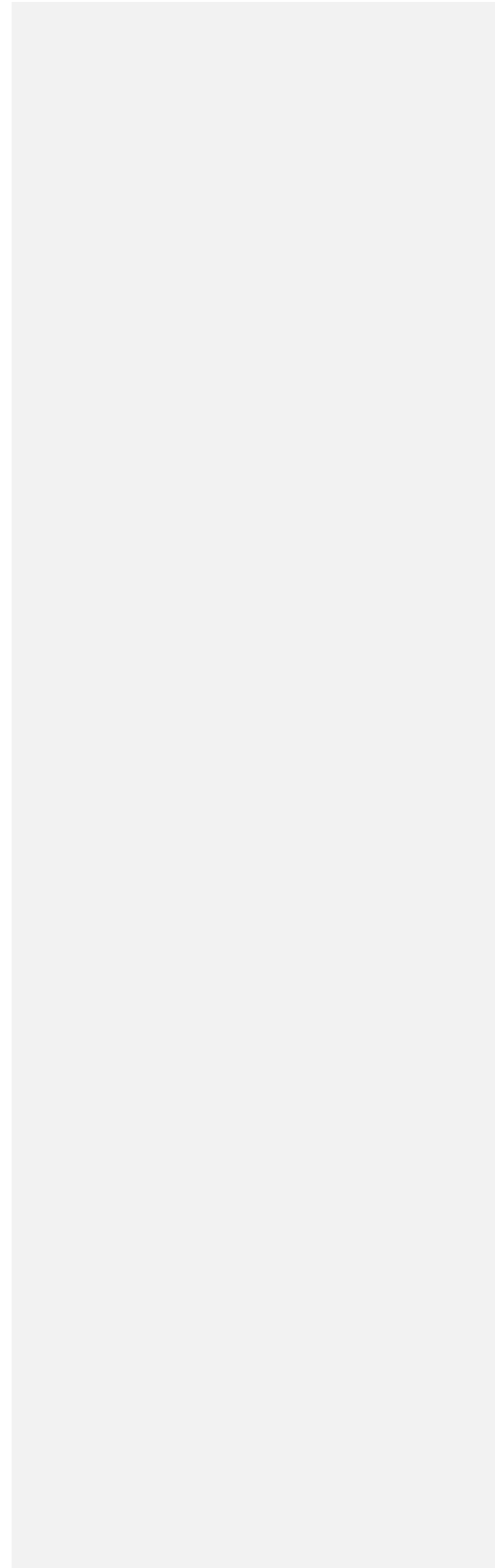


Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 1.

Assessor declaration		
I confirm that this learner has been assessed according to the instructions provided.		
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
A.N. Assessor	A.N. Assessor	DD/MM/YYYY
Sampling information (to complete if work is sampled)		
<b>Internal Verifier name</b>	<b>Signature</b>	<b>Date</b>

A. Verifier	A. Verifier	DD/MM/YYYY
<b>Pearson Standards Verifier name</b>	<b>Signature</b>	<b>Date</b>

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## Functional Skills English Speaking, Listening & Communication Level 2

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the presentation/Q&A activity and the formal discussion.
- For each assessed task, the Assessor must place a tick against each content statement/criterion if it has been achieved. Each specified criterion must be achieved in each activity for a pass to be awarded.
- Learners need to be meeting each specified criterion on most occasions within each task. This means that the occasional lapse is acceptable, e.g. in using appropriate phrases, as long as the criterion is being met on most occasions.
- When completing the 'Assessor comments' box for each task, the comments should be personalised and refer to the learner's performance in relation to the relevant criteria. On average, the comments should be approximately 50 words to 100 words in length for each task.
- If the learner has achieved all of the Level 2 criteria then the box above the assessor declaration must be ticked to achieve this.
- All requested details must be included on each form, including the Pearson registration number for each learner, signatures and the details of the activity.



## Functional Skills English

### Assessment Record Sheet – Level 2 - Requires improvement

#### Speaking, Listening and Communicating

<b>Centre name:</b> XXXX	<b>Learner name:</b> Leon
<b>Centre number:</b> XXXX	<b>Pearson registration number:</b> XXXX

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of Task 1: Presentation and Question and Answer Session		
<b>Presentation topic:</b> Work project	<b>Date:</b> DD/MM/YY	
<b>Group size:</b> 3	<b>Duration:</b> 2.46	
Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations	✓	Leon spoke well and I could understand most of what he was saying. I did not feel that he responded effectively to detailed questions as he didn't explain how he was going to finance his project. He listened carefully to the others' presentations and did ask some questions.
L2.2 Follow narratives and lines of argument	✓	
L2.3 Respond effectively to detailed or extended questions and feedback		
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓	
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	
L2.7 Use language that is effective, accurate and appropriate to context and situation	✓	

**Commented [P10]:** At Level 2 presentations should last between 4 and 5 minutes. 2 minutes 46 seconds would not be long enough for the learner to achieve each criterion.

**Commented [P11]:** The comments do not include feedback on each criterion and lack detail, e.g. 'did ask some questions'. It appears that the learner has not achieved L2.3. If this is the case then the learner would need to do another presentation.

Learners need to be meeting each specified criterion on most occasions within each task.

Use the space below to give details of Task 2: Discussion		
Discussion topic: Workplace improvements		Date: DD/MM/YY
Group size: 3		Duration: 15:17
Subject content statements	Tick if achieved	Assessor comments
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Leon introduced the discussion and had obviously researched this topic, although he did not say a huge amount. I liked his ideas about improving the canteen, but was not sure that an onsite gym was a practical option. He did not interrupt the others and I am happy that most criteria were met.
L2.6 Express opinions and arguments and support them with relevant and persuasive evidence	✓	
L2.7 Use language that is effective, accurate and appropriate to context and situation	✓	
L2.8 Make relevant and constructive contributions to move discussion forward	✓	
L2.9 Adapt contributions to discussions to suit audience, purpose and medium	✓	
L2.10 Interject and redirect discussion using appropriate language and register	✓	
Details of any access arrangements used		
N/a		

**Commented [P12]:** This comment raises questions as to whether the candidate has met the criteria.

**Commented [P13]:** These comments aren't really relevant to the criteria. Comments should focus on a candidate's performance in Speaking, Listening and Communicating and not what the assessor thought of their ideas.

**Commented [P14]:** There is a mismatch between the comments and the fact that all of the boxes are ticked. A standards verifier would need more evidence of how this candidate had met the criteria.

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 2, learners must generally demonstrate the requirements for the level:

- consistently, effectively, and to an appropriate degree for Level 2.

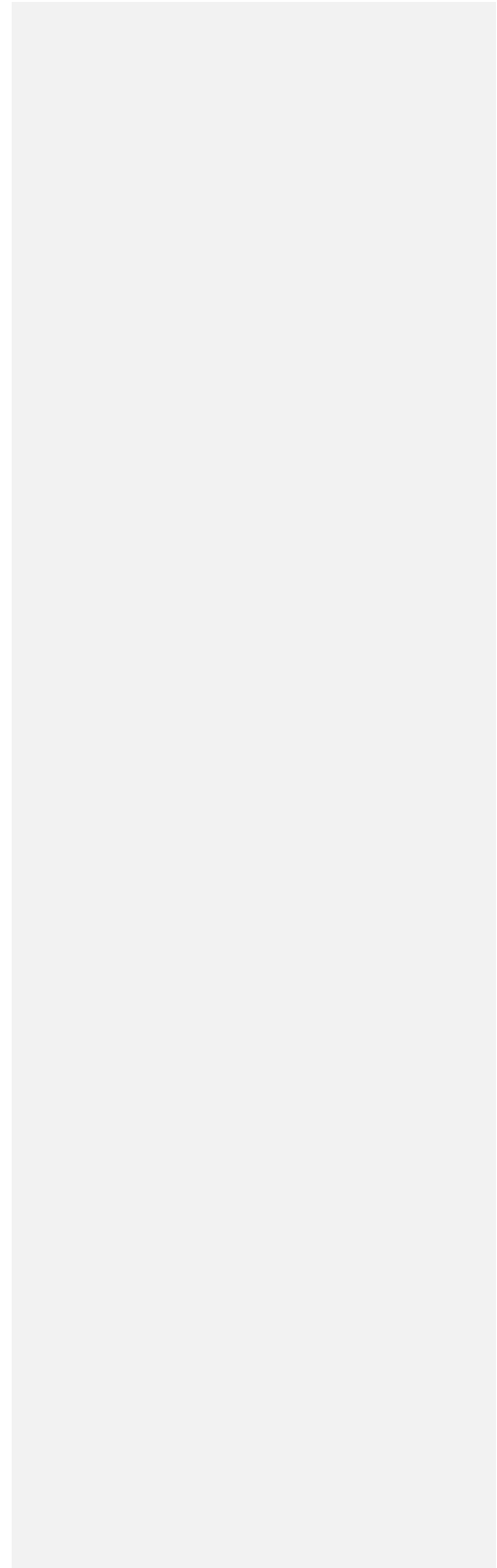
Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 2.

**Commented [P15]:** The assessor has ticked the box even though L2.3 was not achieved for the presentation. The box can only be ticked if each criterion has been achieved.

Assessor declaration		
I confirm that this learner has been assessed according to the instructions provided.		
Assessor name	Signature	Date
A.N. Assessor	A.N. Assessor	DD/MM/YYYY
Sampling information (to complete if work is sampled)		

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<b>Pearson Standards Verifier name</b>	<b>Signature</b>	<b>Date</b>



## Functional Skills English

### Assessment Record Sheet – Level 2 – Good example

#### Speaking, Listening and Communicating

Centre name: XXXX	Learner name: Sara
Centre number: XXXX	Pearson registration number: XXXX

Commented [P16]: Include full name here.

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of Task 1: Presentation and Question and Answer Session		
<b>Presentation topic:</b> Work project	<b>Date:</b> DD/MM/YY	
<b>Group size:</b> 3	<b>Duration:</b> 6.17	
Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations	✓	Sara communicated information about her project in good detail, so that everyone could understand (2.5). She used presentation software to support her key points and her language was clear and effective, including the necessary work based terminology. (2.7) Her answers to questions were thoughtful and effective, e.g. when talking about contingency planning and the need for teamwork (2.3). She asked detailed questions after others people's presentations, e.g. about dates and schedules (2.4). Her questions showed that she had identified relevant information (2.1) and followed lines of argument (2.2), e.g. about the choices of materials that were made.
L2.2 Follow narratives and lines of argument	✓	
L2.3 Respond effectively to detailed or extended questions and feedback	✓	
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓	
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	
L2.7 Use language that is effective, accurate and appropriate to context and situation	✓	

Commented [P17]: The comments give good detail about how each criterion was met. The use of criterion references is good practice. There is also specific information about what was included in the learner's talk and the questions she asked.

Learners need to be meeting each specified criterion on most occasions within each task.

Use the space below to give details of Task 2: Discussion		
Discussion topic: Workplace improvements		Date: DD/MM/YY
Group size: 3		Duration: 15:17
Subject content statements	Tick if achieved	Assessor comments
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Sara made a number of constructive contributions to the discussion, e.g. about the need for more social spaces in the workplace (2.8). She referred to reports that showed the importance of social spaces in promoting teamwork (2.6). Her ideas were communicated clearly and she responded thoughtfully to suggestions from the rest of the group (2.5). Her language use was accurate and appropriate for a workplace discussion. (2.7). Sara's discussion was with colleagues she sees every day and so her contributions were appropriately informal, while always business-like and to the point (2.9). She was also able to use appropriate language to redirect discussion, e.g. when it was time to change topic. (2.10).
L2.6 Express opinions and arguments and support them with relevant and persuasive evidence	✓	
L2.7 Use language that is effective, accurate and appropriate to context and situation	✓	
L2.8 Make relevant and constructive contributions to move discussion forward	✓	
L2.9 Adapt contributions to discussions to suit audience, purpose and medium	✓	
L2.10 Interject and redirect discussion using appropriate language and register	✓	
Details of any access arrangements used		
N/a		

**Commented [P18]:** These comments also make it clear how the learner met the standards.

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 2, learners must generally demonstrate the requirements for the level:

- consistently, effectively, and to an appropriate degree for Level 2.
- Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 2.

Assessor declaration		
I confirm that this learner has been assessed according to the instructions provided.		
Assessor name	Signature	Date
A.N. Assessor	A.N. Assessor	DD/MM/YYYY

<b>Sampling information (to complete if work is sampled)</b>		
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A. Verifier	A. Verifier	DD/MM/YYYY
<b>Pearson Standards Verifier name</b>	<b>Signature</b>	<b>Date</b>

