

ESOL Entry 1, Entry 2, Entry 3 Speaking and Listening

Instructions for Assessors (for ALL test papers) April 2012

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Introduction

The purpose of this test paper is to assess a candidate's ability to achieve the skills of speaking and listening, according to the standards set out in the appropriate Entry Level descriptors in the ESOL Core Curriculum. Assessors need to be clear about the contents of the test paper and of the assessment instructions before administering this speaking and listening test. Familiarity with the test paper contents and the instructions is essential to ensure secure assessment of each candidate.

Preparation for the test

The test needs to be video recorded. Recording equipment should be tested before use to ensure that each candidate's voice is clearly recorded and image clearly captured. It is a requirement that everything taking place during the conduct of the test is recorded for subsequent verification. The identities of candidate A and candidate B must be confirmed at the outset and it should be clear from the rest of the recording which candidate is speaking at any time during the test.

It must be stressed that downloaded copies of tests are live and current. They must not be given to learners outside the tests or used as teaching materials.

Both candidates should be present throughout Part 1 and Part 2 of the test. Care should be taken to ensure, as far as possible, that candidates are fairly matched in terms of ability and confidence. If there is an uneven number of candidates for assessment (1 or 3), a member of staff or a willing learner of a similar level can be used to partner a candidate.

The centre assessor will conduct the tests. Before the test begins, the assessor must ensure that all required candidate details are correctly entered on each candidate's front sheet. The assessor must sign and date on the front page the record of the candidate's performance in the test.

General Points of Conduct

Assessors should try to put candidates at ease and offer encouragement and reassurance throughout the test. Assessors should not, however, comment on their evaluation of a candidate's performance either during or after the test.

It is considered that Part 1 and Part 2 can be completed in a maximum of 15 minutes. There is no requirement for assessors to insist that candidates continue talking once the assessor is convinced that the candidates are/are not speaking and listening at the required level.

Any annotation recorded as written notes on the test papers should be made available to the standards verifier. However, the video recording is sufficient to provide evidence of what the candidates said in response to the tasks in both parts. Marks for individual tasks are to be recorded on the mark sheet along with any comments on candidate performance that the assessor deems appropriate. The mark sheet is provided for each candidate at the front of the test paper. Totals for Part 1 and Part 2 should then be transferred to the grids on the front sheets.

The text in bold is to be read by the assessor to the candidates. The text in *italics* is assessor guidance only and should not be read out to the candidates.

Assessors may give prompts where indicated in the test papers, but these should be as an aid to understanding only. They should not be phrased to lead candidates to a correct response which could affect the outcome of the assessment decision.

Candidates may be allowed to take short notes **during** the second reading of the Part 1 texts. However, all responses must be given orally.

The total number of marks which can be awarded for the test paper is 24. The pass mark for the paper is 16. If a candidate achieves 15 marks, the assessor should review the responses of the candidate and check if there is justifiable and demonstrable evidence to enable the assessor to pass the candidate.

Assessors should award marks to candidates for each task within each Part, making references to the marking grid and descriptors provided. Assessors should total up the marks for each Part and transfer them to the front sheet, having checked the accuracy of their addition. Assessors may use the grid to record comments on particular points of candidate performance by marginal annotation and/or summative comments in the grid.

When applying the mark scheme, assessors should use their professional judgment and expertise. This should be backed up by reference to the relevant sections of guidance and amplification in the ESOL Core Curriculum to arrive at their decisions about the allocation of marks to each component of performance achieved by the candidates.

ESOL ENTRY 1 AMPLIFICATION OF MARK SCHEME

The Entry Level 1 mark scheme has been rewritten to ensure that all the Core Curriculum descriptors for this level are covered at least once by the test tasks. Assessors should refer to the amplification in the Core Curriculum to support their decisions where necessary.

Part 1

For the gist mark to be awarded, candidates need to provide a reasonable approximation to the text for example 'a trip to the zoo'. Just one word would not be a sufficient response, e.g. 'zoo'.

The text contains at least six recognisable points for the candidates to identify. Only four are required for full marks, but, again, assessors should look for more than single word responses to be satisfied that 'listening for detail' has been covered, e.g. 'sandwiches' on its own would not suffice for the point 'making sandwiches'

In order to award the clarity mark, the assessor should be satisfied that the candidate has phrased recognisable words in an acceptable order.

Part 2a

Assessors will note that candidates have the option to fictionalise information about themselves, if they feel more comfortable doing so. However, in this example most candidates will follow the lead of the assessor in giving their names, where they live and their likes or dislikes. The Assessor introduction provides an exemplar of the sort of response required, i.e. more than single word responses. Also, the Assessor should be aware of any instances where the candidates ask for repetition of the instructions, as this may indicate a full engagement with the task.

Two phrases are required for full marks for the listening component of the structured exchange.

The assessor should ensure that the topic that is selected from the list of four is suitable for both candidates to engage with.

Part 2b

This discussion should contain evidence of each candidate making at least two requests and three responses or relevant statements.

Page 40 of the Core Curriculum gives some useful examples of what assessors should look for in awarding marks.

The following website provides access to an electronic copy of the Core Curriculum for your reference. www.excellencegateway.org.uk/sflcurriculum

ESOL ENTRY 2 AMPLIFICATION OF MARK SCHEME

The Entry Level 2 mark scheme has been rewritten to ensure that all the Core Curriculum descriptors for this level are covered at least once by the test tasks. Assessors should refer to the relevant amplification in the Core Curriculum to support their decisions where necessary.

Part 1

For the gist mark to be awarded, candidates need to provide a clear statement containing more than one word, e.g. 'Ben takes the bus' rather than 'Ben' or 'bus' on its own.

When assessing 'Listening for Detail', the assessor should award the mark when the candidate shows evidence of the ability to identify relevant points. In this example, who Ben spoke to e.g. his friends/the people he sits with is the point of detail.

Assessors should look for accurate identification of three points as indicated in the possible responses list.

Some candidates may combine parts of two points, in which case the assessor will need to ascertain whether this represents true understanding on the part of the candidate. Responses need to be in the form of phrases that make sense and not just couched as single words.

Part 2a

The text read by the assessor will supply the candidates with a model of the sort of statements they can make. These statements need to be clearly phrased so that the other candidate can extract information for their responses. The candidates must ask a question to the other candidate in order to meet the 1 mark requirement of 'ask questions to clarify understanding.'

Part 2b

The discussion includes both requests and questions, thus ensuring that each candidate contributes in an individual way. The range of possible responses is considerable, e.g. mode of transport, time taken, cost, etc., but they should be in the form of complete statements, as in Part 2a.

Pages 116/7 of the Core Curriculum gives some useful examples of what assessors should look for in awarding marks.

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ESOL ENTRY 3 AMPLIFICATION OF MARK SCHEME

The Entry Level 3 mark scheme has been rewritten to ensure that all the Core Curriculum descriptors for this level are covered at least once by the test tasks. Assessors should refer to the relevant amplification in the Core Curriculum to support their decisions where necessary.

Part 1

For the gist mark to be awarded, candidates need to provide a clear statement containing more than one word, in this e.g. 'mainly about what children like to buy' rather than 'Children' or 'buy' on its own.

When assessing 'Listening for Detail', the assessor should award the mark when the candidate shows evidence of the ability to identify relevant points. In this example, the jobs children take e.g. mowing the lawn, cleaning cars are the points of detail. In 1c assessors should look for accurate identification of three points as indicated in the possible responses list.

Some candidates may combine parts of two points, in which case the assessor will need to ascertain whether this represents true understanding on the part of the candidate. Responses need to be in the form of phrases that make sense and not just couched as single words.

Part 2a

The initial reading of the assessor text will supply the candidates with a concept that they must respond to. The candidates are provided with a scenario and ask to provide opinions. These statements need to be clearly phrased so that the other candidate can extract information for their responses. Each candidate must ask the other a question in order to meet the 1 mark requirement of 'ask questions to clarify understanding.'

Part 2b

The discussion includes requests, questions, responding to opinions/turn taking and statements. The assessor may use some of the prompts provided to ensure that each candidate contributes to the discussion e.g. 'what games did you play as a child?' and 'can you say something more about that.'

Pages 192-199 of the Core Curriculum gives some useful examples of what assessors should look for in awarding marks.

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