

## **ESOL Speaking & Listening Assessment Level 2**

### **Before Assessment**

Candidates must all be registered with Pearson prior to assessment.

Learners should be given the opportunity to practise their Speaking and Listening tasks in advance of assessment. Use available past papers and practice materials. Candidates should know what they are going to be assessed on. For example: Asking and responding to questions.

Discussion activity. Learners need to practise similar tasks. They need to understand a level of disagreement is helpful as it prompts discussion of the options given. If all participants agree instantly on the same option, then no discussion is possible, and criteria cannot be met successfully. Roles are fictional. Important candidates know this in advance.

Centres are not permitted to alter the tasks, or to contextualise them in any way; this includes the texts and the questions.

Level 2 Presentations can be pre prepared. Centres should guide learners with regards to topic. Learners can often become over ambitious. They can be delivered with or without notes. Candidates should avoid reading line for line or speaking to a PowerPoint slide. PowerPoint slides or A3 posters can be used and pre prepared but are not required.

Centres need to clearly differentiate between the separate tasks of Presentations and Discussions. Therefore, it can be helpful for candidates delivering Presentation to be standing. However, this is not a requirement.

Centres / Assessors should thoroughly check the video equipment to be used. All candidates should be visible. Cameras can often have built in microphones which pick up the Assessor well but not the candidates. Ensure that the sound quality is such that candidates can be clearly heard, whatever the position of the microphone.

### **Using the Learning Outcome and Unit Achievement Record sheet (LO&UAR)**

One LO&UAR sheet should be used for the assessment of each candidate across all tasks.

All requested details must be included on each LO&UAR:

- the centre number allocated by Pearson
- the Pearson registration number for the candidate
- the candidate's full name (the name registered with Pearson)
- the signature of the candidate and the date of assessment
- the signature of the assessor and date of assessment (and internal verifier if internally verified)

It is suggested that the centre fill in the candidate's name and registration number prior to assessment, and not the candidate themselves, as this can be difficult to read.

### **During Assessment**

At the commencement of all video recordings the candidate should state their full name and Pearson registration number to the camera. For lower levels the assessor can state name, and

candidate can hold up a sheet with name and number stated. At all levels the assessor should state the centre name, number and ESOL level and component to be assessed.

Assessors should read the instructions slowly and clearly. However, although candidates are allowed to make notes, assessors are reminded that they should never read instructions or tasks at dictation speed. Assessors are reminded that any notes made by the candidate should be collected in and stored with the assessment paperwork.

Assessors should pause at appropriate times, allowing candidates to answer as fully as they can.

Assessors can ask “Anything else?” to prompt candidates to respond further.

## **Using the Learning Outcome and Unit Achievement Record sheet (LO&UAR)**

If the candidate has achieved all of the criteria to meet each Learning Objective, then the relevant boxes must be ticked to demonstrate this.

If assessors have provided any assistance to any candidate during the assessment, then details of the support given must be recorded on the LO&UAR.

If there are any special circumstances that may have had a negative effect on the candidate’s performance in the assessment, then please give details.

Live assessment of 1 or even 2 candidates as you watch is very challenging. It can be easy to miss key statements or responses whilst the Assessor is busy writing something down. Best practice is to record the assessment and then watch back later when you can pause when necessary.

## **After assessment**

Collect in all notes made by the candidate(s).

Ensure the video files and accompanying paperwork are safely and securely stored. Talk to your Standards Verifier about how to share videos and paperwork with them.

## **Using the Learning Outcome and Unit Achievement Record sheet (LO&UAR)**

For each assessed task, the assessor must place a tick against each content statement/criterion if it has been achieved.

Learners need to be meeting each specified criterion at least once across both tasks. This means that if the criterion is not met during Task A, but is met in Task B, then this is sufficient for that criterion to be met.

When completing the 'Candidate responses / Assessor notes' box for each task, the comments should be personalised and refer to the candidate's performance in relation to the relevant criteria. Assessors should avoid generic comments.

It is good practice to include direct quotations where appropriate, to show how criterion has been met, although this is not always required. Timings can also be used to further show where criterion has been met. Timings alone are not sufficient.