

## ESOL Top Tips for Providers

### General

- Provide as much detail as possible in the Centre Declaration Form and send this as soon as possible to your Standards Verifier (SV).
- Check the Sample Report Form to ensure all learners are registered and have the correct Registration Number.
- Pencil should never be used by Candidates, Assessors or Internal Verifiers (IVs).
- Encourage the use of different colour pens for marking. Candidates use blue or black. Ideally all Assessors in centre would use the same colour (not blue/black) when marking. All IVs would use the same colour pen too (not blue/black or colour used by Assessors). This aids the verification process both internally / externally. Ideally, follow these colours through on to the Learning Outcome and Unit Achievement Record.
- Assessors / IVs should always mark according to the mark scheme. Mark schemes are designed to be as clear as possible.
- Internal Verifiers should check Assessor totals are correct.
- Assessments sampled by the Internal Verifier should evidence second marking to show agreement or disagreement with the marks awarded by the Assessor.
- Centres should hold regular standardisation meetings to discuss mark scheme criterion for all levels.
- Centres should keep minutes of standardisation meetings to show evidence of the issues raised in discussion.

### Learning Outcome and Unit Achievement Record

The centre should ensure that:

- all sections are completed. If there is an empty box it needs something in there (or put N/A)
- Pearson Registration Numbers are supplied (and not the centre's own learner number)
- all signatures and dates asked for are supplied
- the candidate has achieved the minimum mark for each Learning Outcome and the minimum total to pass, to be awarded an overall pass for an assessment.

## Unit Specific Top Tips

### Reading

- **Mark Scheme:** Words outside of brackets are required to achieve the marks. Words in brackets are optional. The only exception to this is where it states for that question: 'Accept any reasonable variation'.

### Writing

- Assessors should annotate scripts to show the full breakdown of marks. For example, show what and where marks are awarded for: spelling, punctuation and grammar.
- Marks should only be awarded when learners meet the relevant criterion on the mark scheme.

### Speaking & Listening

- Ensure that S&L assessments are given the same level of importance as all other formal assessments.
- In the event that there is a single candidate, a member of staff or a willing student of similar level can be used to partner a candidate for S&L. A willing student is preferred to partner a candidate. However, if necessary, a member of staff can be used but they cannot act as the Assessor/Interlocutor while the assessment is taking place.
- For all S&L assessments, the text must be read at an appropriate pace with a clear pause at the end of each sentence, and not at dictation pace.
- The candidates should introduce themselves to camera stating full name and Pearson Registration number. If this is not possible at the lower ESOL levels, then it is recommended that centres supply each learner with a card that has their Pearson registration number on it.
- Correctly position video cameras so that the audio quality of recordings is not compromised.
- It is suggested that centres introduce video recording to the classroom as soon as possible to get learners used to/comfortable with cameras. This makes it less traumatic when it comes to assessment.
- It is suggested that centres could use video recordings of mocks/practice to show learners where/how they can meet necessary criterion.
- Include candidate notes with Learning Outcome and Unit Achievement Record sheet when proving samples for SVs.
- On the Learning Outcome and Unit Achievement Record sheet, the Assessor must write details of the questions asked by learners and the answers they give as evidence of each learner's competence. However, the use of time references (in recordings) for specific quotes can be advantageous for Presentations and Discussions.