

**Functional Skills English Level 1: Speaking and listening assessment record sheet**

Please complete the following information (a separate sheet for each candidate):

Candidate name:		Candidate number:		Centre number:	
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Activity 1: Formal

1. What was the context for the formal discussion (audience/purpose)?
2. How was the discussion organised?
3. Who else was involved in the discussion?
4. What sort of preparation had taken place prior to the formal discussion?

Activity 1: Informal

1. What was the context for the informal discussion (audience/purpose)?
2. How was the discussion organised?
3. Who else was involved in the discussion?
4. What sort of preparation had taken place to the informal discussion?

Level 1: Take full part in formal and informal discussions/exchanges

The grid should be applied on a 'best fit' basis. To achieve a Level 1 overall a candidate should have achieved a majority of the Level 1 criteria in both activities.

Achieved Level 1	Working towards Level 1	Working below Level 1
●# makes relevant contributions to discussions <input type="checkbox"/>	●# makes some relevant contributions to discussions <input type="checkbox"/>	●# makes occasional contributions to discussions <input type="checkbox"/>
●# responds appropriately to others <input type="checkbox"/>	●# makes some appropriate responses <input type="checkbox"/>	●# follows the discussion and can make a response <input type="checkbox"/>
●# preparation supports contribution to formal discussion <input type="checkbox"/>	●# some use made of preparation in a formal discussion <input type="checkbox"/>	●# Limited preparation for discussion <input type="checkbox"/>
●# adapts contribution to informal and formal contexts <input type="checkbox"/>	●# shows understanding of different contexts and attempts to adapt contribution <input type="checkbox"/>	●# shows some awareness of audience and purpose <input type="checkbox"/>
●# is flexible within discussion making different types of contribution <input type="checkbox"/>	●# shows some variety in types of contributions made <input type="checkbox"/>	●# demonstrates a preferred type in contributions <input type="checkbox"/>
●# presents information/points of view clearly <input type="checkbox"/>	●# some information/points of view mostly presented clearly, clarity is maintained for some of the time <input type="checkbox"/>	●# attempts to present points of view/information clearly with occasional success <input type="checkbox"/>
●# uses appropriate language <input type="checkbox"/>	●# shows some ability to adapt language to the context <input type="checkbox"/>	●# uses straightforward language <input type="checkbox"/>

Please tick the box if the candidate has achieved level 1

Centre Summative comment:

Assessor signature:

Date:



Functional Skills English Level 2: Speaking and listening assessment record

Please complete the following information (a separate sheet for each candidate):

Candidate name:		Candidate number:		Centre number:	
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Activity 1: Discussion
1. What was the context for the discussion? (audience/purpose, familiar/unfamiliar)
2. How was the discussion organised?
3. Who else was involved in the discussion?
4. What sort of preparation had taken place prior to the discussion?

Activity 2: Presentation
1. What was the context for the presentation? (audience/purpose, familiar/unfamiliar)
2. How was the presentation organised?
3. Who else was involved in the presentation?
4. What sort of preparation had taken place prior to the presentation?

Level 2: make a range of contributions to discussions and make effective presentations in wide range of contexts

The grid should be applied on a 'best fit' basis. To achieve a Level 2 overall, a candidate should have achieved a majority of the Level 2 criteria in both activities.

Achieved Level 2	Working towards Level 2	Working below Level 2
<ul style="list-style-type: none"> <li>•# listen to complex information and give relevant, cogent response in appropriate language <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# listen to complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# listen to information with occasional understanding and responds appropriately to others <input type="checkbox"/></li> </ul>
<ul style="list-style-type: none"> <li>•# present information and ideas clearly and persuasively to others <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# shows awareness of persuasive devices when presenting information/ideas to others <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# presents information and points of view clearly <input type="checkbox"/></li> </ul>
<ul style="list-style-type: none"> <li>•# adapts contributions in discussion to suit audience, purpose and situation, coping with the unfamiliar <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# shows understanding of variety of purpose and register choices and applies this understanding for some of the time in unfamiliar contexts <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>adapts contributions according to context mostly in familiar situations <input type="checkbox"/></li> </ul>
<ul style="list-style-type: none"> <li>•# makes significant contributions to discussions <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# makes relevant and some extended contributions to discussions <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# makes relevant contributions to discussions <input type="checkbox"/></li> </ul>
<ul style="list-style-type: none"> <li>•# helps discussion to move forward/reach decisions <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# indicating awareness of team dynamics <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>•# makes some direct responses to the contributions of others <input type="checkbox"/></li> </ul>

•# takes a range of roles in both familiar and unfamiliar situations <input type="checkbox"/>	•# is able to adopt more than one role in familiar and some unfamiliar situations? <input type="checkbox"/>	•# takes a role when required, mostly in familiar contexts <input type="checkbox"/>
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Please tick the box if the candidate has achieved level 2

Centre summative comment:

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_