

Entry 1 Speaking, Listening and Communicating Assessment Record Sheet



Learner name	Candidate X
Enrolment number	XYZ 1234

Assessment Performance Summary Sheet

Overall performance across Activities 1 and 2		
<p>Learners need to be meeting each specified criterion on most occasions within each task.</p> <p>The following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass. To achieve a pass for the assessment at Entry 1 the learner must generally demonstrate the requirements for the level:</p> <ul style="list-style-type: none"> consistently, effectively, and to an appropriate degree for Entry 1. <p>Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual subject content statement is balanced by appropriate demonstration of the same content statement elsewhere.</p>		
Please indicate (tick) as applicable:	Candidate has achieved: <input checked="" type="checkbox"/>	
	Candidate has not achieved: <input type="checkbox"/>	
Declarations		
Assessor name Ann Assessor	Signature A Assessor	Date 02-09-2019
Internal Quality Assurer (if sampled) Ivy Quality Assurer	Signature I Quality Assurer	Date 03-09-2019
External Quality Assurer (if sampled)	Signature	Date

C&G Guidance - overview

- The enrolment number indicates that the candidate was registered prior to assessment
- All signatures are in place
- Timings are appropriate for this level.

Pass agreed.

Entry 1 Speaking, Listening and Communicating Evidence Sheet

Activity 1 – Activity involving instructions

Candidate's Name Candidate X

Date of activity 02-09-2019

Start time 09:00 Finish time 9:03

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

Summary of the activity including any prompting:		
<p>X followed my oral instructions and took part in a role-play to make an appointment to see her daughter's teacher. I acted as a receptionist at the local school.</p> <p>X was polite and spoke clearly giving the details requested.</p>		
Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
SCS1. Stated the names of the letters of the alphabet (for three words)	(prompt: Good morning, can I help you?) Hello. Could I make an appointment to see a teacher? ... Mrs Smith, my daughter's teacher. Please. (SCS4)	
SCS3. Followed single step instructions	When asked to spell her daughter's name: Yes, n-i-a-m-h l-o-u-i-s-e b-a-r-t-o-n (SCS1, SCS3)	
SCS2. Identified and extracted the main information from short statements and explanations	I don't mind. Either lunchtime or after school would be OK. (SCS2)	
SCS4. Made request using appropriate terms and register	Yes, 4:30 tonight would be fine. Thank you. (SCS2)	
Candidate	Signature Candidate X	Date 02-09-2019
Assessor name Ann Assessor	Signature A Assessor	Date 02-09-2019

C&G Guidance – Activity 1

The assessor's comments provide clear evidence of what the candidate said through the use of quotations and therefore how the criteria were met.

The explanation in the 'Summary of activity' section clearly sets the scene.

Entry 1 Speaking, Listening and Communicating Evidence Sheet

Activity 2 One-to-one discussion

Candidate's Name Candidate X

Date of activity 02-09-2019

Start time 9:30 Finish time 9.34

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

Summary of the discussion including any prompting:		
Discussion between Candidate X and Candidate Y about what they did in the holidays. No prompting needed.		
Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
SCS2. Identified and extracted the main information from short statements and explanations	<p>X listened while Y explained he had been ill and asked 'Are you better now?' (SCS2 & SCS4)</p> <p>'Oh. So you didn't go away?' (SCS4)</p> <p>X responded to questions (SCS5): 'I went to Hunstanton'. 'With my brother'.</p> <p>'Yes, it was warm and we went on the beach. I like taking Rusty (the dog) on the beach there. It's the best beach for dogs. He loves running'. (SCS6)</p> <p>X asked Y if he had a dog and they had a discussion about their pets. (SCS7)</p>	
SCS4. Asked straightforward questions using appropriate terms and register		
SCS5. Responded to questions about specific information		
SCS6. Made clear statements about basic information and communicate feelings and opinions on straightforward topics		
SCS7. Understood and participated in simple discussions or exchanges with another person about a straightforward topic		
Candidate	Signature Candidate X	Date 02-09-2019
Assessor name A ASSESSOR	Signature A Assessor	Date 02-09-2019

C&G Guidance – Activity 2

The assessor's comments outline the discussion from the viewpoint of the candidate being assessed. Quotations provide the evidence of what was said and these are mapped to the criteria. The documentation has been completed with a good level of detail.