

**Worked Example – see also notes below:**

**Essential Skills Communication Level 1  
Speaking and listening assessment: record sheet 1**



**Informal discussion on familiar topic**

Candidate's name *Megan Morgan*      City & Guilds Enrolment number *ABC1234*

Date of discussion *15/11/17*      Length of discussion *10 minutes*

Topic *Where to go for an end of term event\**

Group size *4*      Details of group *Classroom peers*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
Made relevant and extended contributions to discussions allowing for and responding to others' input	✓	<i>Megan started discussion - spoke clearly and confidently. "I've chosen Dino's because they offer a wide range of food and you can get a pepperoni pizza for £4....."</i> <i>She listened carefully to the group and replied "Yes, they do cheese and tomato pizza and quite a few other veggie things."</i>
Made different kinds of contributions to the discussion	✓	<i>Offered menus to group and asked them to take a look.</i> <i>Later, response to suggestion by group member: "Do they just serve Indian food? I like Chicken Tikka but what about the others?"</i>
Presented information/points of view clearly and in appropriate language	✓	<i>Group decided on Chinese food, when asked if everyone agreed.</i> <i>Megan responded enthusiastically: "Yes. Suits me too. Shall I book a table?"</i>

**Tick any that may apply:** [note not all need to be ticked – **only** if seen, to help reinforce comments above]

Maintained eye contact	✓	Listened to other contributions	✓
Used appropriate body language	✓	Asked questions	✓
Used appropriate gestures		Answered questions	✓
Used appropriate facial expressions	✓	Asked for clarification / questions to be repeated	

**Please indicate as applicable:**

Candidate has achieved:	✓	Candidate has not achieved:	
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<b>Candidate name</b> <i>Megan Morgan</i>	<b>Signature</b> <i>Megan Morgan</i>	<b>Date</b> <i>15-11-2017</i>
<b>Assessor name</b> <i>Ann Assessor</i>	<b>Signature</b> <i>Ann Assessor</i>	<b>Date</b> <i>15-11-2017</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

\* Would align with 'Education and Training' Essential Skills curriculum context, although **no need** to record this on form.

**Worked Example – see also notes below:**



**Essential Skills Communication Level 1  
Speaking and listening assessment: record sheet 2**

**Formal discussion on unfamiliar topic**

**Candidate's name** *Megan Morgan*      **City & Guilds Enrolment number** *ABC1234*

**Date of discussion** *15/11/17*      **Length of discussion** *10 minutes*

**Topic** *Energy drinks, are they good or bad for you?†*

**Group size** *4*      **Details of group** *Megan and three colleagues*

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.

<b>Confirm that the candidate:</b>	<b>Tick box</b>	<b>Overall comments and quotes to show how candidate met the criteria:</b>
Prepared for and contributed to the formal discussion of ideas and opinions	✓	Notes attached <input checked="" type="checkbox"/> <i>Megan introduced the topic by saying "I drink energy drinks and I like them, it is the taste I like, my favourite is Red Bull. "</i>
Made relevant and extended contributions to discussions allowing for and responding to others' input	✓	<i>A group member stated that he believes these drinks should be banned altogether as they offer nothing to anybody. Megan responded, "the occasional drink will do no harm."</i>
Made different kinds of contributions to the discussion	✓	<i>She asked the group about the drinks they drink regularly, asking "Is coffee not as bad as energy drinks?"</i>
Presented information/points of view clearly and in appropriate language	✓	<i>She concluded by saying "I never thought that these drinks were so bad until I started doing the research."</i>
Used an image to support the discussion	✓	<i>Megan spoke clearly, using register suitable for situation. She Megan attached an image of a can of Red Bull to show her favourite. (Image attached)</i>

**Tick any that may apply:** [note not all need to be ticked – **only** if seen, to help reinforce comments above]

Maintained eye contact	✓	Listened to other contributions	✓
Used appropriate body language	✓	Asked questions	✓
Used appropriate gestures		Answered questions	✓
Used appropriate facial expressions		Asked for clarification/ questions to be repeated	✓

**Please indicate as applicable:**

Candidate has achieved:	✓	Candidate has not achieved:	
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† Would align with 'Personal and Community' Essential Skills curriculum context, although **no need** to record this on form.

## Worked Example – see also notes below:

<b>Candidate name</b> <i>Megan Morgan</i>	<b>Signature</b> <i>Megan Morgan</i>	<b>Date</b> <i>15-11-2017</i>
<b>Assessor name</b> <i>Ann Assessor</i>	<b>Signature</b> <i>Ann Assessor</i>	<b>Date</b> <i>15-11-2017</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

### About this worked example

This example of a completed Speaking & Listening record sheet is intended to illustrate the level of detail required. Assessor comments do not necessarily need to follow this exact format, although it is expected that they include direct quotes.

Assessor comments are expected to be contemporaneous – so it's fine for these to be in note form rather than necessarily full sentences.

Crucially, though, comments need to indicate **how** the assessment criteria have been met rather than simply repeating them– eg “[candidate] introduced topic by saying “I drink energy drinks...”, rather than “[candidate] made relevant and extended contributions”.

Please note a separate assessment record sheet must be completed for **every** candidate undergoing assessment, regardless of whether successful. The two discussions can be completed in either order, and do not necessarily need to be done back-to-back.