



## Entry Level 3 Speaking, Listening and Communicating Learner Observation and Assessment Record (LOAR) **EXEMPLAR**

Learner name:	Learner number:
Centre name:	Centre number:

Pass descriptor at Entry Level 3 and confirmation of achievement overall	
To pass the Speaking, Listening and Communicating assessment, learners must <b>generally</b> meet the requirements for this level:	
<ul style="list-style-type: none"><li>• <b>consistently</b></li><li>• <b>effectively</b></li><li>• to an <b>appropriate</b> degree for Entry Level 3.</li></ul>	
Please tick to confirm that the learner has achieved a pass	<input type="checkbox"/>

Learner signature		
<i>I have understood the feedback and result of this assessment provided to me by my assessor.</i>		<b>Date</b>
Assessor signature		
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
IQA and EQA details (if sampled)		
<b>IQA name</b>	<b>Signature</b>	<b>Date</b>
<b>EQA name</b>	<b>Signature</b>	<b>Date</b>

<b>Assessor's feedback to learner:</b>
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<b>IQA / EQA (if relevant):</b>
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## Assessment of activities for Speaking, Listening and Communicating: Entry Level 3

Overall performance across the range of requirements for the level must be **secure**; any insufficient demonstration of an individual subject content statement is balanced by appropriate demonstration of that same content statement elsewhere.

### Task 1: question-and-answer session (to follow a short explanation) (5 to 10 minutes)

<b>Learner name:</b>	
<b>Date of activity:</b>	
<b>Duration of activity:</b> 5 minutes	<b>Topic:</b> Fashion styles
<b>Details of group:</b> 1–1	
<b>Subject content statements</b>	<b>Tick if achieved</b>
EL3.1.1 Identify and extract relevant information and detail in straightforward explanations	✓
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts	✓
EL3.1.3 Communicate information and opinions clearly on a range of topics	✓
EL3.1.4 Respond appropriately to questions on a range of straightforward topics	✓
EL3.1.5 Follow and understand the main points of discussions	✓
EL3.1.6 Make relevant contributions to group discussions about straightforward topics	✓

#### Assessor comments (give examples to show how the learner demonstrated the skills):

Responded to detail from the video about recycling to make relevant contributions: 'She just recycles other people's stuff', 'It's made of leather', 'It was an old factory before'. (1.1) (1.5)  
Responded to different questions: 'I think...yeah, it's a good idea', 'I'd do it differently', 'She spent ages sewing all those bits together'. (1.3) (1.4) (1.5)  
Asked for clarification: 'Is she a student?' (1.2)  
Asked questions: 'Where would you sell it, though?' 'Who would buy it?' 'Yes, but how would you walk in them [shoes]?' (1.2) (1.3) (1.4)  
Understood the main points: 'I'm creative but I like my comfort.' (1.5) (1.6)

## Task 2: group discussion (8 to 15 minutes)

<b>Learner name:</b>	
<b>Date of activity:</b>	
<b>Duration of activity:</b> 12 minutes	<b>Topic:</b> Reality TV
<b>Size of group:</b> 4	<b>Details of group:</b> 2 x EL3 learners, 1 x L1 learner and 1 other participant
<b>Subject content statements</b>	<b>Tick if achieved</b>
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts	✓
EL3.1.3 Communicate information and opinions clearly on a range of topics	✓
EL3.1.4 Respond appropriately to questions on a range of straightforward topics	✓
EL3.1.5 Follow and understand the main points of discussions	✓
EL3.1.6 Make relevant contributions to group discussions about straightforward topics	✓
EL3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	✓

### Assessor comments (give examples to show how the learner demonstrated the skills):

Exchanged opinions: 'Yes, it gets on my nerves, too. It's for attention', 'He knows the camera is watching'. (1.6) (1.7)

Followed main points and made relevant contributions: 'That's for older people', '...hundreds apply', '...even my mum watches it'. (1.5) (1.6)

Listened and responded to others' questions: 'I do watch Bake Off', 'I haven't seen that one', 'I would definitely do Strictly.' (1.3) (1.7)

Asked questions: 'Did you see the one...?', 'Would you go on it for the money?' (1.2) (1.3) (1.7)

Used humour appropriately: 'Which one do you like the best? I bet you watch Love Island.' (1.3) (1.5) (1.6)