



## Entry Level 2 Speaking, Listening and Communicating Learner Observation and Assessment Record (LOAR) **EXEMPLAR**

|               |                 |
|---------------|-----------------|
| Learner name: | Learner number: |
| Centre name:  | Centre number:  |

### Pass descriptor at Entry Level 2 and confirmation of achievement overall

To pass the Speaking, Listening and Communicating assessment, learners must **generally** meet the requirements for this level:

- **consistently**
- **effectively**
- to an **appropriate** degree for Entry Level 2.

Please tick to confirm that the learner has achieved a Pass

### Learner signature

*I have understood the feedback and result of this assessment provided to me by my assessor.*

**Date**

### Assessor signature

**Assessor name**

**Signature**

**Date**

### IQA and EQA details (if sampled)

**Internal Verifier name**

**Signature**

**Date**

**EQA name**

**Signature**

**Date**

**Assessor's feedback to learner:**

**IQA/EQA comments (if relevant):**

## Assessment of activities for Speaking, Listening and Communicating: Entry Level 2

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 1:1–1 Discussion (3–5 mins)

|  |  |
|--|--|
| <b>Date of activity:</b>   |  |
| <b>Duration of activity:</b> 5 mins  | <b>Topic:</b> Role play (book an appointment at the hairdresser's) |
| <b>Subject content statements</b>  | <b>Tick if achieved</b>  |
| EL2.1.1 Identify and extract the main information and detail from short explanations | ✓  |
| EL2.1.2 Make requests and ask clear questions appropriately in different contexts    | ✓  |
| EL2.1.3 Respond appropriately to straightforward questions                           | ✓  |

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

Made a request politely, 'Can I make an appointment, please?'

Extracted details and responded appropriately: 'A cut and blow dry', 'Thank you', providing name, number, then confirming details.

Asked a question: 'What about Friday morning?' Responded appropriately, 'That's fine.'

### Task 2: Group Discussion (8–10 mins)

|  |  |
|--|--|
| <b>Date of activity:</b>   |  |
| <b>Duration of activity:</b> 8 mins  | <b>Topic:</b> Summer break                                       |
| <b>Size of group:</b> 3  | <b>Details of group:</b> 2 x E2 learners and 1 other participant |
| <b>Subject content statements</b>  | <b>Tick if achieved</b>  |
| EL2.1.2 Make requests and ask clear questions appropriately in different contexts  | ✓  |
| EL2.1.4 Follow the gist of discussions   | ✓  |
| EL2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics | ✓  |
| EL2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic                   | ✓  |

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

Showed appropriate enthusiasm when asked opinions about summer holidays: 'I can't wait', 'I get to have a lie in.'

Agreed it was difficult to meet up with friends, 'She lives miles away'; asked a peer if they lived nearer town. Agreed that they relied on getting 'a lift in'.

Responded to a peer's question about a [music] festival: 'I don't like that sort of music', and to a question about relaxing, 'I like sunbathing...oh yeah, on the beach,' using humour appropriately.