

Contents

Skills for Life	2
Navigation grids	3
Administration instructions	30
Diagnostic feedback and ILP information	44
Diagnosis of speaking skills administration guide	122
Speaking and listening assessment profiles	134
Free writing marking checklist	190
Initial interview	222
Individual learning plan	228
Learner recording pro forma	235

Skills for Life

the national strategy for improving adult literacy and numeracy skills

Up to 7 million adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy for meeting these needs.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals and their families and on the economy and society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, live in a disadvantaged area or be unemployed. They and their children risk being cut off from the advantages of a world increasingly linked through information and technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is not just an education-only strategy, nor is it just a Government response to address those needs. It is a partnership, and the responsibility of the whole of society. Partnership and the ownership of *Skills for Life* by key stakeholders is the most important element of successful delivery.

Government departments, the Learning and Skills Council (LSC), JobCentre Plus, the Prison and Probation Services, external partners in the post-16 learning sector, businesses, the CBI, TUC and many others are working together to improve the literacy, language and numeracy skills of adults through:

- **Boosting demand** for learning via a high profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees.
- **Raising the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision and **increasing learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.
- **Ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learners' needs.
- **Constantly evaluating** the implementation of the strategy so that we all can learn from and disseminate best practice and gather feedback from customers, partners and learners themselves.

Navigation grids

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Speaking and listening		
Lr/E1.1	<ul style="list-style-type: none"> Listen for the gist of short explanations 	1a	Recognise context and predict general meaning Task 2 See Administration instructions
		1b	Listen for gist in short explanations and narratives Task 1 Task 2 See Administration instructions
		1c	Listen for gist in a conversation Task 2 See Administration instructions
		1d	Listen for gist and respond, in a face-to-face situation Task 2 See Administration instructions
Lr/E1.2	<ul style="list-style-type: none"> Listen for detail using key words to extract some specific explanation 	2a	Listen for detail in short narratives and explanations Task 1 Task 2 See Administration instructions
		2b	Listen for detail and respond, in a face-to-face situation Task 2 See Administration instructions
		2c	Listen for grammatical detail Task 2 See Administration instructions
		2d	Listen for phonological detail Task 2 See Administration instructions
		2e	Listen and extract key information Task 2 See Administration instructions
Lr/E1.3	<ul style="list-style-type: none"> Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary 	3a	Follow single-step instructions Task 2 See Administration instructions
		3b	Follow directions Task 2 See Administration instructions
Lr/E1.4	<ul style="list-style-type: none"> Listen and respond to requests for personal information 	4a	Listen and respond to requests for personal information Task 2 See Administration instructions
		4b	Listen and respond to requests for personal information Task 2 See Administration instructions
Lr/E1.5	<ul style="list-style-type: none"> Speak and listen in simple exchanges and 	5a	Recognise a speaker's Task 2

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		5b Take part in social conversation	Task 2 See Administration instructions
		5c Take part in more formal exchanges	Task 2 See Administration instructions
		5d Follow a simple discussion on a familiar topic	Task 2 See Administration instructions
Sc/E1.1	<ul style="list-style-type: none"> • Speak clearly to be heard and understood in simple exchanges 	1a Use stress and intonation to make speech comprehensible to a sympathetic native speaker	Task 3 See Administration instructions
		1b Articulate the sounds of English to be comprehensible to a sympathetic native speaker	Task 3 See Administration instructions
Sc/E1.2	<ul style="list-style-type: none"> • Make requests using appropriate terms 	2a Make requests: ask for things or action	Task 3 See Administration instructions
		2b Make requests: ask permission	Task 3 See Administration instructions
Sc/E1.3	<ul style="list-style-type: none"> • Ask questions to obtain specific information 	3a Ask for personal details	
		3b Ask for information	
		3c Ask for directions and location	
		3d Ask for clarification	
Sc/E1.4	<ul style="list-style-type: none"> • Make statements of fact clearly 	4a Make simple statements of fact	Task 3 See Administration instructions
		4b Give personal information	Task 3 See Administration instructions
		4c Give directions and	

*Curriculum
reference*

Curriculum definition

Local descriptor

*Task number/
materials*

Reading

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Ww/E1.1	<ul style="list-style-type: none">• Spell correctly some personal key words and familiar words	1a Use and spell correctly some personal key words and familiar words	Task 5 Task 7
		1b	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>	
Speaking and listening				
Lr/E2.1	<ul style="list-style-type: none"> Listen for and follow the gist of explanations, instructions and narratives 	1a	Recognise context and predict general meaning	Task 2 See Administration instructions
		1b	Listen for gist in a short passage, e.g. <i>TV</i> or <i>radio</i>	Task 2 See Administration instructions
		1c	Listen for gist in a conversation	Task 1 Task 2 See Administration instructions
		1d	Listen for gist and respond, in face-to-face situations	Task 2 See Administration instructions
Lr/E2.2	<ul style="list-style-type: none"> Listen for detail in short explanations, instructions and narratives 	2a	Listen for detail in short narratives and explanations	Task 1 Task 2 See Administration instructions
		2b	Listen for detail and respond, in face-to-face situations	Task 2 See Administration instructions
		2c	Listen for grammatical detail	Task 2 See Administration instructions
2.561.54 Tc0 Tw 0 ns				

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Lr/E2.6	<ul style="list-style-type: none"> Listen to and identify simply expressed feelings and opinions 	6a Listen to and identify simply expressed feelings and opinions	Task 2 See Administration instructions
		6b Take part in social interaction	Task 2 See Administration instructions
		6c Take part in more formal interaction	Task 2 See Administration instructions
Lr/E2.7	<ul style="list-style-type: none"> Follow the gist of discussions 	7a Follow the gist of discussions	Task 2 See Administration instructions
Lr/E2.8	<ul style="list-style-type: none"> Follow the main points and make appropriate contributions to the discussion 	8a Follow the main points of discussions	Task 2 See Administration instructions
Sc/E2.1	<ul style="list-style-type: none"> Speak clearly to be heard and understood in straightforward exchanges 	1a Use stress and intonation adequately to make speech comprehensible and meaning understood	Task 3 See Administration instructions
		1b Articulate the sounds of English to make meaning understood	Task 3 See Administration instructions
Sc/E2.2	<ul style="list-style-type: none"> Make requests and ask questions to obtain information in everyday contexts 	2a Make requests: ask for things or action	Task 3 See Administration instructions
		2b Make requests: ask for permission	Task 3 See Administration instructions
		2c Ask for personal details	Task 3 See Administration instructions
		2db8a.	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		3e Give directions and instructions	
		3f Give a short description	
Sc/E2.4	<ul style="list-style-type: none"> Ask questions to clarify understanding 	4a Ask for clarification and explanation	
Sd/E2.1	<ul style="list-style-type: none"> Follow the main points and make appropriate contributions to the discussion 	1a Take part in social interaction	Task 4 See Administration instructions
		1b Take part in more formal interaction	Task 4 See Administration instructions
		1c Express likes and dislikes, feelings, wishes and hopes	Task 3 See Administration instructions Task 4 See Administration instructions
		1d Express views and opinions	Task 3 See Administration instructions Task 4 See Administration instructions
		1e Relate to other speakers	Task 4 See Administration instructions
	Reading		
Rt/E2.1	<ul style="list-style-type: none"> Trace and understand the main events of chronological and instructional texts 	1a Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts	Task 6
		1b Obtain information from texts	
Rt/E2.2	<ul style="list-style-type: none"> Recognise the different purposes of texts at this level 	2a Understand and identify the different purposes of short, straightforward texts	
Rt/E2.3	<ul style="list-style-type: none"> Identify common sources of information 	3a Identify a range of common sources of information where everyday information can be found	
Rt/E2.4	<ul style="list-style-type: none"> Use illustrations and captions to locate information 	4a Obtain information from illustrations, simple maps and diagrams and captions	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Rs/E2.1	<ul style="list-style-type: none"> Read and understand linking words and adverbials in instructions and directions, e.g. <i>next, then, right, straight on</i> 	1a Use grammatical structures that link clauses and help identify sequence	
		1b Use knowledge of simple and compound sentence structure to work out meaning	Task 5 Task 6
		1c Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	
		1d Use punctuation and capitalisation to aid understanding	
Rw/E2.1	<ul style="list-style-type: none"> Read and understand words on forms related to personal information, e.g. <i>first name, surname, address, postcode, age, date of birth</i> 	1a Recognise words on forms related to personal information and understand explicit and implicit instructions	
Rw/E2.2	<ul style="list-style-type: none"> Recognise high-frequency words and words with common spelling patterns 	2a Recognise a range of familiar words and words with common spelling	Task 6

and

graphic ion and
knowlee

wheeds

witng

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Writing		
Wt/E2.1	<ul style="list-style-type: none"> Use written words and phrases to record or present information 	1a Compose simple text, selecting appropriate format for the purpose 1b Record information on forms	Task 7
Ws/E2.1	<ul style="list-style-type: none"> Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. <i>as, and, but</i> 	1a Construct simple and compound sentences using common conjunctions to connect two clauses, e.g. <i>as, and, but</i>	Task 7
Ws/E2.2	<ul style="list-style-type: none"> Use adjectives 	2a Use adjectives	Task 7
Ws/E2.3	<ul style="list-style-type: none"> Use punctuation correctly, e.g. <i>capital letters, full stops and question marks</i> 	3a Use punctuation correctly, e.g. <i>capital letters, full stops and question marks</i>	Task 7
Ws/E2.4	<ul style="list-style-type: none"> Use a capital letter for appropriate 	1a Use appropriate	



<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Lr/E3.5	<ul style="list-style-type: none"> Respond to a range of questions about familiar topics 	5a Respond to requests for action	Task 2 See Administration instructions
		5b Respond to requests for information	Task 2 See Administration instructions
Lr/E3.6	<ul style="list-style-type: none"> Listen to and respond 	6a	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		3d Ask for descriptions of people, places and things	Task 3 See Administration instructions
Sc/E3.4	<ul style="list-style-type: none"> Express clearly statements of fact and give short explanations, accounts and descriptions 	4a Express clearly statements of fact	Task 3 See Administration instructions
		4b Give personal information	Task 3 See Administration instructions
		4c Give an account/narrate events in the past	Task 3 See Administration instructions
		4d Give an explanation	Task 3 See Administration instructions
		4e Give directions and instructions	Task 3 See Administration instructions
		4f Give a short description and make comparisons	Task 3 See Administration instructions
Sd/E3.1	<ul style="list-style-type: none"> Make contributions to discussions that are relevant to the subject 	1a Take part in social interaction	Task 4 See Administration instructions
		1b Take part in more formal interaction	Task 4 See Administration instructions
		1c Express feelings, likes and dislikes	Task 4 See Administration instructions
		1d Express views and opinions	Task 4 See Administration instructions
		1e Make suggestions/give advice	Task 4 See Administration instructions
		1f Make arrangements/ make plans with other people	Task 4 See Administration instructions
		1g Relate to other speakers	Task 4 See Administration instructions
Sd/E3.2	<ul style="list-style-type: none"> Respect the turn-taking rights of others during discussions 	2a Ask about people's feelings and opinions	Task 4 See Administration instructions
		2b Understand the turn-taking process	Task 4 See Administration instructions

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Reading		
Rt/E3.1	<ul style="list-style-type: none"> Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph 	1a Understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph	
Rt/E3.2	<ul style="list-style-type: none"> Recognise the different purposes of texts at this level 	2a Understand and distinguish the different purposes of texts at this level	
Rt/E3.3	<ul style="list-style-type: none"> Recognise and understand the organisational features 	3a Identify the key organisational feature of instructional texts	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Rt/E3.9	<ul style="list-style-type: none"> Relate an image to print and use it to obtain meaning 	9a Relate an image to print and use it to obtain meaning	
Rs/E3.1	<ul style="list-style-type: none"> Recognise the organisational features of instructional texts e.g. <i>use of imperatives, second person</i> 	1a Recognise the generic features of language of instructional texts	
		1b Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level	Task 5
Rs/E3.2	<ul style="list-style-type: none"> Recognise the function of certain punctuation to aid understanding 	2a Recognise the function of certain punctuation to aid understanding	
Rw/E3.1	<ul style="list-style-type: none"> Recognise and understand relevant specialist key words 	1a Recognise and understand relevant specialist key words	
Rw/E3.2	<ul style="list-style-type: none"> Read and understand words and phrases commonly used on forms 	2a Read and understand words and phrases commonly used on forms	
Rw/E3.3	<ul style="list-style-type: none"> Use a dictionary to find the meaning of unfamiliar words 	3a Use a dictionary to find the meaning of unfamiliar words	
Rw/E3.4	<ul style="list-style-type: none"> Use first- and second-place letters to find and sequence words in alphabetical order 	4a Use first- and second-place letters to find and sequence words in alphabetical order	
Rw/E3.5	<ul style="list-style-type: none"> Use a variety of reading strategies to help decode an increasing range of unfamiliar words 	5a Use a variety of reading strategies to help decode an increasing range of unfamiliar words	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Writing		
Wt/E3.1	<ul style="list-style-type: none"> Plan and draft writing 	1a Recognise the process of planning and drafting when writing certain types of text 1b Make notes as part of the planning process	Task 7 Task 7
Wt/E3.2	<ul style="list-style-type: none"> Organise writing in short paragraphs 	2a Structure main points of writing in short paragraphs	Task 7
Wt/E3.3	<ul style="list-style-type: none"> Sequence chronological writing 	3a Show sequence through the use of discourse markers and conjunctions	Task 7
Wt/E3.4	<ul style="list-style-type: none"> Proof-read and correct writing for grammar and spelling 	4a Proof-read to check for content and expression, on paper and on screen	Task 7
Wt/E3.5		5a Complete forms with some complex features e.g. <i>open responses, constructed responses, additional comments</i>	
Ws/E3.1	<ul style="list-style-type: none"> Write in complete sentences 	1a Write using complex sentences	Task 7
Ws/E3.2	<ul style="list-style-type: none"> Use correct basic grammar, e.g. <i>appropriate verb tense, subject</i> 	2a Use correct basic sentence grammar accurately	Task 7

, e.g. *riting*

UT25Tcr816-3975.7795 Tm1 g0 Tc0 Tw(•)Tj0
1a. with

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Speaking and listening		
Lr/L1.1	<ul style="list-style-type: none"> Listen for and identify relevant information from explanations and presentations on a range of straightforward topics 	1a Extract information from texts of varying length, e.g. <i>on radio, TV or presentations</i>	Task 1 Task 2 See Administration instructions
		1b Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Task 2 See Administration instructions
Lr/L1.2	<ul style="list-style-type: none"> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts 	2a Listen to an explanation or narrative	Task 1 Task 2 See Administration instructions
		2b Listen and respond, adapting to speaker, medium and context	Task 2 See Administration instructions
		2c Understand spoken instructions	Task 2 See Administration instructions
		2d Listen for grammatical detail	Task 2 See Administration instructions
		2e Listen for phonological detail	Task 2 See Administration instructions
Lr/L1.3	<ul style="list-style-type: none"> Use strategies to clarify 	3a	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		6b Follow a discussion without participating e.g. <i>on TV</i>	Task 2 See Administration instructions
		6c Follow and participate in a discussion	Task 2 See Administration instructions
		6d Recognise features of spoken language	
Sc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way which suits the situation 	1a Use stress and intonation, so that meaning is clearly understood	Task 3 See Administration instructions
		1b Articulate the sounds of English in connected speech	Task 3 See Administration instructions
		1c Use formal language and register where appropriate	Task 3 See Administration instructions
Sc/L1.2	<ul style="list-style-type: none"> Make requests and ask questions to obtain information in familiar and unfamiliar contexts 	2a Make requests	Task 3 See Administration instructions
		2b Ask for information	Task 3 See Administration instructions
Sc/L1.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions 	3a Express statements of fact	Task 3 See Administration instructions
		3b Give factual accounts	Task 3 See Administration instructions
		3c Narrate events in the past	Task 3 See Administration instructions
		3d Give explanations and instructions	Task 3 See Administration instructions
		3e Describe and compare	Task 3 See Administration instructions
Sc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate 	4a Present information and ideas in a logical sequence	Task 3 See Administration instructions
		4b Include detail and develop ideas where appropriate	Task 3 See Administration instructions

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Sd/L1.1	<ul style="list-style-type: none"> Follow and contribute to discussions on a range of straightforward topics 	1a Take part in social interaction	Task 4 See Administration instructions
		1b Take part in more formal interactions	Task 4 See Administration instructions
		1c Express likes, dislikes, feelings, hopes, etc.	Task 3 See Administration instructions Task 4 See Administration instructions
Sd/L1.2	<ul style="list-style-type: none"> Make contributions relevant to the situation and the subject 	2a Express views and opinions	Task 3 See Administration instructions Task 4 See Administration instructions
		2b Give advice, persuade, warn, etc.	Task 4 See Administration instructions
		2c Plan action with other people	Task 4 See Administration instructions
Sd/L1.3	<ul style="list-style-type: none"> Respect the turn-taking rights of others during discussions 	3a Involve other people in a discussion	Task 4 See Administration instructions
Sd/L1.4	<ul style="list-style-type: none"> Use appropriate phrases for interruption 	4a Use appropriate phrases for interruption	Task 4 See Administration instructions
	Reading		
Rt/L1.1	<ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	1a Understand and identify the different ways in which meaning is built up in a range of paragraphed texts	Task 5
Rt/L1.2	<ul style="list-style-type: none"> Recognise how language and other textual features are used to achieve different purposes, e.g. <i>to instruct, explain, describe, persuade</i> 	2a Distinguish how language and other textual features are used to achieve different purposes	Task 5
Rt/L1.3	<ul style="list-style-type: none"> Identify the main points and specific detail, and infer meaning from images which is not explicit in the text 	3a Understand how main points and specific details are presented and linked, and how images are used to infer meaning that is not explicit in the text	Task 5

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Rt/L1.4	<ul style="list-style-type: none"> Use organisational and structural features to locate information, e.g. <i>contents, index, menus, subheadings, paragraphs</i> 	4a Use organisational and structural features to locate information, e.g. <i>contents, index, menus, subheadings, paragraphs</i>	
Rt/L1.5	<ul style="list-style-type: none"> Use different reading strategies to find and obtain information 	5a Use skimming, scanning and detailed reading in different ways for different purposes	
		5b Use reference material to find information	
Rs/L1.1	<ul style="list-style-type: none"> Use implicit knowledge and explicit grammatical knowledge along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense 	1a Use implicit knowledge and explicit grammatical knowledge along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense	
Rs/L1.2	<ul style="list-style-type: none"> Use punctuation to help their understanding 	2a Use punctuation to help their understanding	
Rw/L1.1	<ul style="list-style-type: none"> Use reference material to find the meaning of unfamiliar words 	1a Use reference material to find the meaning of unfamiliar words	
Rw/L1.2	<ul style="list-style-type: none"> Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning 	2a Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Task 5
Rw/L1.3	<ul style="list-style-type: none"> Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings 	3a Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Writing		
Wt/L1.1	<ul style="list-style-type: none"> Plan and draft writing 	1a Apply appropriate planning strategies	Task 6
		1b Make notes to aid planning	Task 6
Wt/L1.2	<ul style="list-style-type: none"> Judge how much to write and the level of detail to include 	2a Select how much to write and the level of detail to include	Task 6
Wt/L1.3	<ul style="list-style-type: none"> Present information in a logical sequence, using paragraphs where appropriate 	3a Structure texts sequentially and coherently	Task 6
Wt/L1.4	<ul style="list-style-type: none"> Use language suitable for purpose and audience 	4a Choose language suitable for purpose and audience	Task 6
Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes 	5a Select format and appropriate structure for different purposes	Task 6
Wt/L1.6	<ul style="list-style-type: none"> Complete forms with some complex features, e.g. <i>open responses, constructed responses, additional comments</i> 	6a Complete forms with some complex features, e.g. <i>open responses, constructed responses, additional comments</i>	
Wt/L1.7	<ul style="list-style-type: none"> Proof-read and revise writing for accuracy and meaning 	7a Use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation	Task 6
Ws/L1.1	<ul style="list-style-type: none"> Write in complete sentences 	1a Write using complex sentences	Task 6
Ws/L1.2	<ul style="list-style-type: none"> Use correct grammar, e.g. subject-verb agreement, correct use of tense 	2a Use sentence grammar accurately to achieve purpose	Task 6
Ws/L1.3	<ul style="list-style-type: none"> Punctuate sentences correctly and use punctuation so meaning is clear 	3a Use punctuation to aid clarity and meaning	Task 6

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
Ww/L1.1	<ul style="list-style-type: none">• Spell correctly words used most often in word, studies and daily life	1a Apply knowledge about words to aid accurate spelling	Task 6
		1b Use strategies to aid accurate spelling	Task 6
Ww/L1.2	<ul style="list-style-type: none">• Produce legible text	2a Have a critical awareness of handwriting	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
	Speaking and listening		
Lr/L2.1	<ul style="list-style-type: none"> Listen for and identify relevant information from extended explanations or presentations on a range of topics 	1a Extract information from extended texts in a non-face-to-face context, e.g. <i>radio, presentations</i>	Task 1 Task 2 See Administration instructions
		1b Extract information from extended explanations face-to-face or on the telephone, and respond	Task 2 See Administration instructions
Lr/L2.2	<ul style="list-style-type: none"> Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts 	2a Listen to a narrative or conversation	Task 1 Task 2 See Administration instructions
		2b Listen and respond, adapting to speaker, medium and context	Task 2 See Administration instructions
		2c Understand spoken instructions	Task 2 See Administration instructions
		2d Listen for grammatical detail	Task 2 See Administration instructions
		2e Listen for phonological detail	Task 2 See Administration instructions
Lr/L2.3	<ul style="list-style-type: none"> Respond to detailed or extended questions on a range of topics 	3a Respond to detailed or extended questions on a range of topics	Task 2 See Administration instructions
Lr/L2.4	<ul style="list-style-type: none"> Make relevant contributions and help to move discussions forward 	4a Follow and participate in a discussion or conversation	Task 2 See Administration instructions
		4b Recognise features of spoken language	Task 2 See Administration instructions
Sc/L2.1	<ul style="list-style-type: none"> Speak clearly and confidently in a way which suits the situation 	1a Use stress and intonation to convey meaning and nuances of meaning clearly	Task 3 See Administration instructions
		1b Articulate the sounds of English in connected speech	Task 3 See Administration instructions

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		1c Use formal language and register where appropriate	Task 3 See Administration instructions
Sc/L2.2			

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Local descriptor</i>	<i>Task number/ materials</i>
		2b Take part in more formal interaction	Task 4 See Administration instructions
		2c Express views, opinions, feelings, wishes	Task 4 See Administration instructions
		2d Persuade, warn, rebuke, etc.	Task 4 See Administration instructions
Sd/L2.3	<ul style="list-style-type: none"> Use appropriate phrases for interruption and change of topic 	3a Use appropriate phrases for interruption and change of topic	Task 4 See Administration instructions
Sd/L2.4	<ul style="list-style-type: none"> Support opinions and arguments with evidence 	4a Support opinions and arguments with evidence	Task 4 See Administration instructions
Sd/L2.5	<ul style="list-style-type: none"> Use strategies intended to reassure, e.g. <i>body language and appropriate phraseology</i> 	5a Use strategies intended to reassure, e.g. <i>body language and appropriate phraseology</i>	Task 4 See Administration instructions
Reading			
Rt/L2.1	<ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	1a Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity	Task 5
Rt/L2.2	<ul style="list-style-type: none"> Identify the purpose of a text and infer meaning which is not explicit 	2a Identify the purposes of a wide range of texts, whether inferred or explicitly stated	Task 5
Rt/L2.3	<ul style="list-style-type: none"> Identify the main points and specific detail 	3a Identify the main points and specific detail as they occur in a range of different types of texts of varying length and detail	
Rt/L2.4	<ul style="list-style-type: none"> Read an argument and identify the points of view 	4a Understand and identify how written arguments are structured	
Rt/L2.5	<ul style="list-style-type: none"> Read critically to evaluate information, and compare information, ideas and opinions from 	5a Read critically to evaluate information, and compare information, ideas and opinions from	

Curriculum *Cur*

Administration instructions

Step 5

Look carefully at errors made to see if there is any pattern. You may want to take this opportunity to ask the learner how questions were tackled, in particular those with incorrect responses.

Step 6

Once you have considered the learner's scores for each task, you may wish to conduct further assessment using tasks from a level above or below that assessed.

Step 7

Based on a combination of:

- the diagnostic feedback
- information derived from the particular errors made
- analysis of these errors
- any further assessment conducted
- the learner's priorities
- information about the learner's hopes, aspirations
- information about preferred learning style,

make a decision about which of the learning targets to include in the learner's ILP. If you use the ICT version, you have the option to set up an ILP.

Individual or group

The materials can either be given to a group of learners, or administered individually by a tutor with one learner, depending on the differing circumstances of organisations and learners.

Administration guidelines

¥

- Allow an appropriate amount of time to ensure completion of the full assessment, as well as opportunities for questioning and observation.
- Ensure that learners using the ICT version can see and hear the computer comfortably and

able to enter a comma, full stop and sometimes other characters, depending on the question. The space designated for the response is able to accept a limited number of characters/digits, usually one or two characters more than the correct response. Where there are two spaces for free text entry, the learner can either tab into the second space or use the mouse to click into the space. *Note:* Free text entry is the more robust assessment of language skills, as the learner has to create a response, using the information available, and there is less likelihood of achieving a correct response by accident.

Scoring the assessment

- Once the learner has completed the set assessment tasks, you will need to score her/his work. Score strictly according to the answers given. The diagnostic feedback shows the **correct answers** for the paper-based version. The ICT version scores the tasks automatically.
- There is frequently a range of **acceptable alternative answers** and it is left to the tutor's discretion, when scoring the paper-based assessments, to judge whether a learner's response is acceptable.
- Add the correct responses to derive a total score for the task.
- Use the diagnostic feedback to decide whether the learner is in the **Emerging, Consolidating** or **Established** band for each task.
- The **Learner profile information** gives guidance about what the learner has achieved in this assessment.
- The **Next steps** section gives guidance about what you might want to consider doing next – for example, further assessment at a higher or lower level, handwriting analysis, referral for further assessment.
- There is also **Learner feedback** for each assessment band on the ICT version.
- **ILP information** is included for each task. You must select the appropriate learning targets for the learner, based on her/his scores and performance, as well as priorities. The ICT version has the option to generate an editable ILP.

Specific administration guidelines

Entry 1

ESOL

Task 1

This is a listening task.

Check the Entry 1 cassette is ready to play.

Suggested tutor script

Listen to the tape and try to answer the questions.

You will hear the questions on the tape.

You will hear everything twice.

Tick one box to answer each question.

Check that the learner understands, using first language if necessary, then play the tape.

Task 2

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range covered by the curriculum covers simple narratives, statements, questions and simple step instructions. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions, include:

- Tplay th11e if neTf0 g0 -1.y, then play the tape.

Tplay th11e if necessary, then play tape.instructions.e.g. I sma Tc' wrtwong,de:ask 2

Task 5

Suggested tutor script

Write the right words on the lines.

Use your real name and address.

If learners do not wish to use their real details, explain that fictional details are fine, as long as they are realistic.

Task 6

Suggested tutor script

This task is about writing the words in the correct order. Look at the example.

The first word is 'He'. If we put the rest of the words in the correct order, the sentence reads, 'He went on Monday.' Now do the rest of the task.

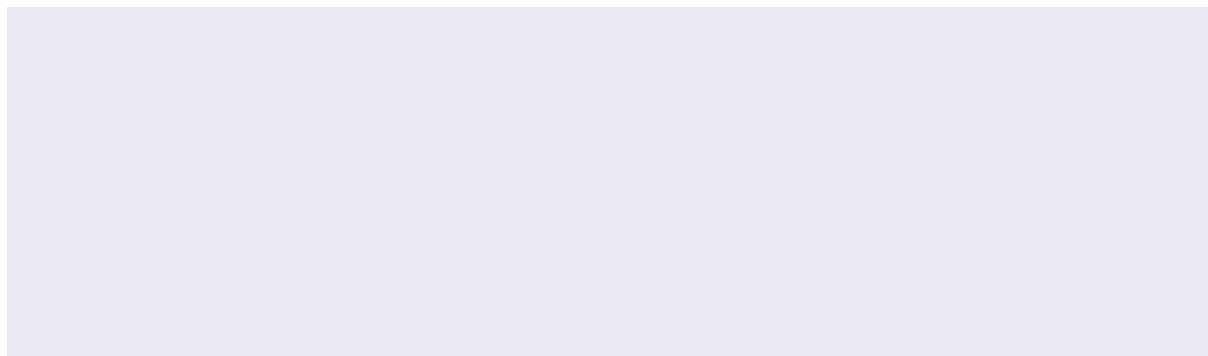
If you are satisfied that the learner understands the format of the task, let her/him complete it.

Task 7

For the free writing task, note that the amount of writing required should be decided by the space available rather than by any strict word or time limit. However, learners should not feel that they have to fill every line.

Task 1

This is a listening task.



Task 5

Ensure that the learner understands the task requirements using the worked example.

Task 6

The learner may find it useful to have the page with the letter on a separate sheet to keep alongside the task as s/he works through the assessment.

Task 7

Task 1

This is a listening task.

Check the Entry 3 cassette is ready to play.

Suggested tutor script

Listen to the tape and try to answer the questions.

You will hear the questions on the tape

You will hear everything twice.

Tick the boxes to answer the questions.

Check that the learner understands, using first language if necessary, then play the tape.

Task 2

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range in the curriculum covers narratives, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor for small groups tasks, include:

- presentations on the life of someone the learner admires or finds interesting
- explanations of how to do. . . a work, leisure or daily life task
- a description of a personal, local or national event
- a description of a film or a book review.

Task 3

Use the ESOL picture prompt task booklet to generate a discourse with the learner using the suggested prompts in the Diagnosis of speaking skills administration guide. The grading profile can be used to record the assessment and convert the score for the ICT version of the ILP.

Task 4

Learners can engage in a small group discussion using a topical local or national news item as a prompt. The group could also discuss a shared book, TV programme or film review. Remember that this is also an opportunity to assess *speaking to communicate*.

Task 5

Ensure that the learner understands the task requirements using the worked example.

Task 6

The learner may find it useful to have the page with the leaflet on a separate sheet to keep alongside the



Task 5

Ensure that the learner understands the task requirements.

Task 6

For the free writing task, note that the amount of writing required should be decided by the space available rather than by any strict word or time limit. However, learners should not feel that they have to fill every line.

Task 1

This is a listening task.

Check the Level 2 cassette is ready to play.

Suggested tutor script

Listen to the tape and try to answer the questions.

You will hear the questions on the tape.

You will hear everything twice.

Tick the boxes to answer the questions.

Task 5

Ensure that the learner understands the task requirements.

Task 6

For the free writing task, note that the amount of writing required should be decided by the space available rather than by any strict word or time limit. However, learners should not feel that they have to fill every line.

Diagnostic feedback and ILP information

Task no: 1 Subject: ESOL Standard: Listening: listen and respond

Task description

Listen for the gist and listen for detail.

Level	Curriculum elements	Curriculum reference(s)
Entry 1	Listen for the gist of short explanations; listen for detail using key words to extract some specific information	Lr/E1.1b Lr/E1.2a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
Part 1		
1	Listen for detail	Picture 1 (shoes)
2	Listen for detail	Picture 2 (station)
3	Listen for detail	Picture 1 (student)
Part 2		
1	Listen for gist	Picture 2 (afternoon)

	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not be able to follow the gist and identify details when listening at Entry 1.	<p>Check with the learner to see if they have understood the general meaning of the extract and find out if there are any key words which they have recognised and understood.</p> <p>If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials.</p>
C	3–7	The learner is not totally secure in listening skills at Entry 1.	<p>Look at the learner's correct and incorrect answers to investigate particular strengths and weaknesses. Ask general questions about the extract to check understanding and talk through some of the answers to identify where the learner was experiencing difficulty.</p> <p>If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials.</p>
E	8–9	The learner does not appear to have any problems with listening at Entry 1.	<p>Talk through the task with the learner checking for understanding of the main points and specific understanding of key words.</p> <p>If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials.</p> <p>Try the Entry 2 listening task.</p>

ILP information

Long-term goal

To consolidate the learner's listening comprehension skills at Entry 1

Short-term goals (dependent upon the learner)

Target 1:

Lr/E1.1b – To listen to and understand the general meaning of short extracts of information in conversations

Target 2:

Lr/E1.2a – To listen for detail in short narratives and conversations

Task no: 2 Subject: ESOL Standard: Listening: listen and respond

Task description

Tutor scored listening task.

You need to set up this task. See the Administration instructions for guidance and instructions.

Level	Curriculum elements	Curriculum reference(s)
	Listening task – tutor scored	
Entry 1	Listen for gist and detail, follow instructions and respond to requests	Lr/E1.1a–d Lr/E1.2a–e Lr/E1.3a–b Lr/E1.4a–b Lr/E1.5a–d

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See the Speaking and listening assessment profiles

INTERPRETATION

The Administration instructions suggest a range of one to one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.

MARKING CONVERSION

To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.

Number correct	Learner profile information	Next steps
----------------	-----------------------------	------------

	Number correct	Learner profile information	Next steps
C	5–9	The learner has understood the gist of the interaction with some gaps. S/he has followed several of the main points.	Check your assessment of the learner on the grading profile to identify the key areas for the learner to focus on developing.
	10–12	The learner has understood both the gist and detail of the interaction and followed all the main points.	The learner's skills appear to be sound at this level. S/he should be assessed at Entry 2 if the assessor is satisfied that the skills are consistently sound over a range of discourse types.

ILP information

Long-term goal

To consolidate the learner's listening comprehension skills over a range of interactions at Entry 1

Short-term goals (dependent upon the learner)

Target 1:

Lr/E1.1b & Lr/E1.2a – To listen for gist and detail in short explanations and narratives

Target 2:

Lr/E1.1c, d – To listen for gist and respond in face-to-face situations and conversations

Target 3:

Lr/E1.3a–b – To listen to and follow single-step instructions and directions

Target 4:

Lr/E1.4a–b – To listen to and respond to requests for personal information

Task no: 3 Subject: ESOL Standard: Speaking: speak to communicate; engage in discussion

Task description

Tutor scored listening task.

You need to set up this task. See the Administration instructions for guidance and instructions.

Level	Curriculum elements Speaking task – tutor scored	Curriculum reference(s)
Entry 1	Speak clearly, make requests, ask questions and make statements of fact; speak and listen in simple exchanges	Sc/E1.1a–b Sc/E1.4a, b, d Sd/E1.1c

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	See the Speaking and listening assessment profiles	See the Speaking and listening assessment profiles

INTERPRETATION

The task assesses the speaking and discussion skills of the learner using the ESOL picture prompt task booklet and the Diagnosis of speaking skills administration guide, using the question prompt checklist as a focus for the conversation. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.

MARKING CONVERSION

To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.

Number correct	Learner profile information	Next steps
eM 0–2	The learner has not been able to	Use the grading profile to discuss with the

	Number correct	Learner profile information	Next steps
E	5–6	The learner has demonstrated that s/he is able to demonstrate the range of skills required at this level.	Discuss further assessment and targets at Entry 2 with the learner.

ILP information

Long-term goal

To use appropriate expression and grammar in speaking

Short-term goals (dependent upon the learner)

Target 1:

Sc/E1.1a – To use correct word stress and intonation

Target 2:

Sc/E1.4a–b, d – To give basic information, simple descriptions and statements

Target 3:

Sd/E1.1c – To express likes, dislikes and simple views

Task no: 4 Subject: ESOL Standard: Reading: reading comprehension; vocabulary, word recognition and phonics			
Task description Obtain information from text			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Obtain information from texts; possess a limited meaningful sight vocabulary		Rt/E1.1b Rw/E1.1a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Obtain information/possess limited sight vocabulary		Picture 1 (bicycle)
2	Obtain information/possess limited sight vocabulary		Picture 2 (garden)
3	Obtain information/possess limited sight vocabulary		Picture 2 (dog)
4a	Obtain information/possess limited sight vocabulary		no
4b	Obtain information/possess limited sight vocabulary		no
4c	Obtain information/possess limited sight vocabulary		yes
4d	Obtain information/possess limited sight vocabulary		yes
4e	Obtain information/possess limited sight vocabulary		yes
4f	Obtain information/possess limited sight vocabulary		no
INTERPRETATION			
<p>These items all assess the ability to obtain information from small ads. Each item covers both objectives, i.e. to obtain information a learner needs to understand the key vocabulary. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not be able to read and understand any English, or may have a very limited sight vocabulary.	<p>If not already done, investigate the learner's previous reading experience, in both first language and in English, through an interpreter if necessary. Ask some simple questions to check understanding from the beginning, working on extending the of key words, e.g. Which note is about the dog?</p> <p>Further assessment of sight vocabulary can be undertaken using the Literacy materials or from Milestone 8 at Pre-entry.</p>

Task no: 5 Subject: ESOL Standard: Writing: vocabulary, spelling and handwriting

	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not have understood what was required by the task.	Check that the learner understands the convention of form filling. You need to work on most aspects of spelling key words at this level.
C	3–5	The learner was clearly able to provide some aspects of the task and needs to work on others.	The learner understood some of the task and had identified some or most of the key information required. Check through the form to identify which words need to be identified as the learning target.
E	6–7	The learner has understood what was required and appears not to have problems providing personal information at this level.	The learner has no problems with spelling key personal words. You might want to assess the learner's skills with spelling simple regular words using the spelling task from the Entry 1 Literacy materials.

ILP information

Long-term goal

To consolidate the learner's skill in spelling key familiar words.

Short-term goals (dependent upon the learner)

Target 1:

Ww/E1.1a – To build a personal vocabulary of key words

Target 2:

Ww/E1.2b – To form digits from 1 to 9

Target 3:

Ww/E1.2a – To form the letters of the alphabet using upper and lower case

Task no: 6 Subject: ESOL Standard: Writing: grammar and punctuation			
Task description Ordering words in a sentence			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Construct a simple sentence		Ws/E1.1a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Word ordering in a sentence		It was not big.
2	Word ordering in a sentence		My coffee is hot.
3	Word ordering in a sentence		They went down here.
4	Word ordering in a sentence		She has not made tea.
INTERPRETATION			
<p>These questions all ask the learner to identify correct word order in a sentence. They become successively more difficult and this can help you identify whether the learner can correctly order simple sentences but not more complex ones.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of correct sentence structure in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner may have no knowledge of correct sentence order, or may not have been able to read the sentences.	<p>This needs to be interpreted in the light of the learner's reading ability. If not already done, try some of the Entry 1 reading task, or ask the learner to read some of the words in this task (Task 4) aloud.</p> <p>If the learner can read the words, but cannot construct a sentence from them, you might want to try some of the Pre-entry materials.</p>
C	2–3	The learner probably needs to do some further work on sentence structure and word ordering.	Look at an example of the learner's free writing to investigate her/his sentence structure further.
E	4	The learner does not appear to have problems with word order in simple sentences.	Look at an example of the learner's free writing to investigate her/his sentence structure further. Check these skills at Entry 2, as the learner may have a higher level of skill.

ILP information**Long-term goal**

To consolidate sentence formation at Entry 1 – grammatically correct simple sentences on familiar topics

Short-term goals (dependent upon the learner)*Target 1:*

Ws/E1.1a – To write simple sentences about familiar things

Task no: 7 Subject: ESOL Standard: Writing: writing composition; grammar and punctuation; vocabulary, spelling and handwriting			
Task description Free writing			
Level	Curriculum elements Free writing	Curriculum reference(s)	
Entry 1	Write words and phrases; construct simple sentences, correctly	Wt/E1.1a Ws/E1.1a Ws/E1.2a Ws/E1.3a Ww/E1.1a–c Ww/E1.2a–b	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	The learner is required to write a short piece of text about her/himself, following prompt questions.	Use the Free writing marking checklist to complete an analysis of learner's free writing.	
INTERPRETATION			
The learner is required to write a piece of free writing in response to a stimulus. Writing is evaluated using the Free writing marking checklist.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has significant difficulties producing self-generated text.	Significant difficulties with spelling and/or handwriting exist. Look at the assessment results for Task 5 at this level to see what writing skills are in place. Consider assessment at Pre-entry level at Milestone 8.
C	3–5	The learner is beginning to structure writing using simple sentences, simple punctuation and to spell some key personal and high frequency words.	More work needs to be done at this level to achieve secure basic writing skills in a variety of writing contexts, e.g. letters, forms, lists, personal accounts.
E	6–7	The learner is writing at the level and has established the fundamentals of writing a simple, coherent, fairly accurate piece of text.	It may be useful to assess spelling single words and writing composition at Entry 2 to see what skills are already in place at this level.

ILP information

Long-term goal

Write grammatically correct simple sentences, with capital letters, full stops and some correctly spelt familiar words

Task no: 1 Subject: ESOL Standard: Listening: listen and respond		
Task description Listen for and follow the gist and detail in an explanation		
Level	Curriculum elements	Curriculum reference(s)
Entry 2	Listen for and follow the gist of explanations, instructions and narratives; listen for detail in short explanations, instructions and narratives	Lr/E2.1c Lr/E2.2a
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Listen for gist	Picture 1 (sunny)
2	Listen for detail	Picture 2 (TV)
3	Listen for detail	Picture 1 (3)
4	Listen for gist	Picture 1 (car)
5a	Listen for detail	yes
5b	Listen for detail	no
5c	Listen for detail	yes
5d	Listen for detail	yes
5e	Listen for detail	no
5f	Listen for detail	no
6	Listen for detail	Picture 3 (cheque book)
7	Listen for detail	Picture 3 (£676.50)
INTERPRETATION		
<p>This task assesses two aspects of listening comprehension in the context of a conversation in an electrical shop. The Diagnostic scheme identifies the main objective of each item, to help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of the alphabet in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to follow the gist and identify details when listening at Entry 2	<p>Ask simple questions to check understanding of the task – to find out whether the learner has understood the gist of the task, e.g. Where are the people speaking? What are they talking about? If not already done, check the learner's understanding in a face-to-face situation, using the Entry 2 speaking materials.</p> <p>Also, try assessment using the Entry 1 listening task (Task 1).</p>
C	4–9	The learner is not totally secure in listening skills at Entry 2.	<p>Look at the learner's correct and incorrect answers to investigate particular strengths and weaknesses. Check the learner's understanding of some of the key vocabulary, e.g. home cinema, video tapes, methods of payment to ascertain areas for further learning.</p> <p>If not already done, check the learner's understanding in a face-to-face situation, using the Entry 2 speaking materials.</p>
E	10–12	The learner does not appear to have any problems with listening skills at Entry 2.	<p>Ask the learner some detailed questions about the task to check for thorough understanding of the task, e.g. explore the difference between methods of payment.</p> <p>If not already done, check the learner's understanding in a face-to-face situation, using the Entry 2 speaking materials.</p> <p>Try the Entry 3 listening task (Task 1).</p>

ILP information

Long-term goal

To consolidate listening comprehension skills at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Lr/E2.1c – To develop listening for and understanding of the general meaning of short pieces of information or conversations

Target 2:

Lr/E2.2a – To listen for detail in short explanations, instructions or narratives

Task no: 2 Subject: ESOL Standard: Listening: listen and respond		
Task description Tutor scored listening task You need to set up this task. See the Administration instructions for guidance.		
Level	Curriculum elements	Curriculum reference(s)
Entry 2	Listen for gist and detail; identify main points and key words; follow short explanations, narratives and presentations; follow discussions and conversations; identify feelings and opinions; respond to questions	Lr/E2.1a–d Lr/E2.2a–d Lr/E2.3a–c Lr/E2.4a Lr/E2.5a–b Lr/E2.6a–c Lr/E2.7a Lr/E2.8a
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See Speaking and listening assessment profiles
INTERPRETATION		
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>		
MARKING CONVERSION		
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.</p>		

	Number correct	Learner profile information	Next steps
eM	0–4	The learner has shown a limited understanding of the listening task at this level.	Use the grading profile to determine what the main learning goals should be. It would appear that the learner has understood very little of the general gist of the discourse and may need to first work at Entry 1. Did the learner have difficulty in differentiating the key points from the rest of the information? S/he may need to do further work on listening for grammatical and phonological detail, responding to requests for action/information and following the gist of discussions.
C	5–11	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine exactly what the areas for future work are. The learner does not appear to have a problem in identifying the gist of most of the discourse. Check for understanding of key words from the task, asking the learner to identify the key elements of the discourse to check for understanding and use of vocabulary. Use this information to identify the areas of greatest difficulty in listening for detail in order to set learning targets.
E	12–14	The learner has no difficulty in listening and responding to a discourse at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level, including narratives, explanations, presentations, conversations and discussions. If the learner is consistent in her/his understanding of a variety of discourses, start assessment at Entry 3.

ILP information**Long-term goal**

To consolidate listening comprehension skills at Entry 2

Short-term goals (dependent upon the learner)*Target 1:*

Lr/E2.1d, Lr/E2.2d – To listen for gist and detail and respond, in face-to-face situations

Target 2:

Lr/E2.2a, Lr/E2.3b – To listen for detail in short narratives and explanations

Target 3:

Lr/E2.3a – To identify the main points in presentations

Target 4:

Lr/E2.4a – To listen, follow and respond to short explanations, directions and instructions

Target 5:

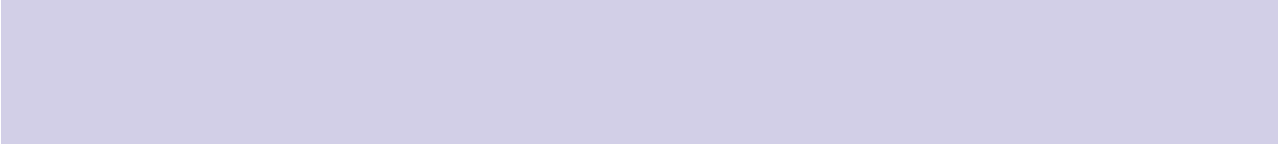
Lr/E2.5b – To make correct replies to requests for information

Target 6:

Lr/E2.6 a–c – To take part in social and more formal interaction, identifying simply expressed feelings and opinions

Target 7:

Lr/E2.1c, Lr/E2.7a, Lr/E2.8a – To follow the gist and main points of short conversations and discussions, identifying simply expressed feelings and opinions





Number
correct

Learner profile information

Next steps

Use the feedback discussion to explore whether

Task no: 5 Subject: ESOL Standard: Reading: grammar and punctuation			
Task description Sentence completion			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Use knowledge of simple and compound sentence structure to work out meaning		Rs/E2.1b
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Preposition		in
2	Noun		walk
3	Verb: past tense		saw
4	Connective		Then
5	Verb: present progressive		going
6	Verb: present tense		wish
INTERPRETATION			
The Diagnostic scheme shows the grammatical class of each answer. This can be used to investigate incorrect answers in more detail.			
The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading further, if necessary.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to be unable to recognise sentence structure, word order and grammatical patterns at Entry 2.	The learner may have difficulties in decoding words or understanding text using all of the four reading cues. Investigate reading skills at Entry 1 if necessary.
C	2–5	The learner's skills in recognising sentence structure, word order and grammatical patterns at Entry 2 are not totally secure.	Investigate reading skills further with the miscue analysis to identify which of the four reading cues need(s) to be developed.

	Number correct	Learner profile information	Next steps
E	6	The learner does not appear to have problems with recognising sentence structure, word order and grammatical patterns at Entry 2.	You might wish to undertake a miscue analysis using an Entry 2 text to confirm that the learner's skills are established at this level. Try the text completion activity in Entry 3 (Task 5).

ILP information

Long-term goal

To consolidate skills in using knowledge of sentence structure, word order and word class, to help in decoding and interpreting text meaning at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Rs/E2.1b – To use knowledge of sentence structure and word order to help understand the meaning of texts

Task no: 6 Subject: ESOL Standard: Reading: reading comprehension; grammar and punctuation; vocabulary, word recognition and phonics

Task description

Read and understand; read and obtain information

Level	Curriculum elements	Curriculum reference(s)
Entry 2	Trace and understand the main events of chronological texts; use knowledge of simple and compound sentence structure to work out meaning; recognise high-frequency words and words with common spelling patterns	Rt/E2.1a Rs/E2.1b Rw/E2.2a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	Recognise reference of pronoun <i>it</i> (Rs/E2.1b)	Picture 3 (baby)
2	Recognise meaning of conjunction <i>so</i> (Rs/E2.1b)	Picture 1 (happy face)
3a	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
3b	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
3c	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
3d	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes
3e	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes
3f	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes
4	Understand main events (Rt/E2.1a)	Picture 3 (question mark)
5a	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes
5b	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
5c	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes

Item no.	Objective/item description	Answer
5d	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
5e	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	no
5f	Understand main events (Rt/E2.1a) Understand high-frequency words (Rw/E2.2a)	yes
6	Understand main events (Rt/E2.1a)	Picture 1 (block of flats)

INTERPRETATION

The Diagnostic scheme describes the main skill(s) the learner needs to use to answer each item correctly. However, each item involves other skills as well – for example, to understand the main events, a learner needs to understand the key vocabulary and be able to use knowledge of sentence structure to work out meaning.

The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading in more detail, if necessary.

	Number correct	Learner profile information	Next steps
E	14–16	The learner does not appear to have any problems with reading at Entry 2.	<p>Check that the learner has a thorough understanding of the text before assessing at the next level. Ask some detailed questions about the letter, e.g. Why is Rolf excited? Why did Mira go to the hospital? What do the names of the professions mean? What does a doctor/lawyer/teacher do? Does the learner recognise the features of informal writing that are acceptable in letters to friends and family, e.g. contractions?</p> <p>If you are satisfied that the learner is showing a very good understanding of the task, then try the reading task at Entry 3 (Task 6).</p>

ILP information

Long-term goal

To consolidate the learner's skills in reading texts at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Rt/E2.1a – To develop reading and understanding of a wider range of short pieces of narrative text

Target 2:

Rs/E2.1b – To develop a better understanding of texts by using knowledge of sentence structure to predict meaning

Target 3:

Rw/E2.1a – To develop a wider range of spelling by using commonly occurring words relevant to the learner's needs

Number
correct

Learner profile information

Next steps

How well was the learner able to write in the



Task no: 2 Subject: ESOL Standard: Listening: listen and respond

Task description

Tutor scored listening task

You need to set up this task. See the Administration instructions for guidance.

Level	Curriculum elements	Curriculum reference(s)
Entry 3	Predict meaning, listen for gist and detail, listen for information in explanations, instructions, narratives and presentations and face-to-face; clarify understanding; respond to requests, recognise feelings, respond appropriately to points of view; follow and participate in a discussion	Lr/E3.1a–c Lr/E3.2a–e Lr/E3.3a–b Lr/E3.4a Lr/E3.5a–b Lr/E3.6a–b Lr/E3.7a–d

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See Speaking and listening assessment profiles

INTERPRETATION

The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.

MARKING CONVERSION

To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.

ILP information**Long-term goal**

To consolidate listening comprehension skills at Entry 3

Short-term goals (dependent upon the learner)*Target 1:*

Lr/E3.1b–c – To listen for the gist of explanations and narratives in a range of situations

Target 2:

Lr/E3.2a–c – To listen for detail in narratives, explanations and instructions in a face-to face situation and on the phone

Target 3:

Lr/E3.4a – To ask appropriate questions to check own understanding

Target 4:

Task no: 4 Subject: ESOL Standard: Speaking: engage in discussion			
Task description Tutor scored discussion task You need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Take part in social interaction, formal interaction, expressing feelings, opinions, making suggestions, arrangements and relating to other speakers; ask about feelings and opinions, understand turn-taking		Sd/E3.1a–g Sd/E3.2a–b
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0–3	The learner has shown significant difficulty in taking part in the interaction in terms of self-expression and in relating to the views of other speakers at this level.	Use the grading profile to determine where the learner has experienced the greatest difficulty. If the learner was emerging in all the curriculum elements and has difficulty expressing her/himself using the range of grammar required at Entry 3 It may be s/he needs to do more work at Entry 2 in a smaller group or on a one-to-one basis.

	Number correct	Learner profile information	Next steps
			Use the feedback discussion to explore whether the learner fully understood the contributions made by other people. Was s/he able to follow the general gist of the discussion? Were there any key words or features of language s/he understood/misunderstood? Did s/he recognise the difference in the language used in social and formal settings? Was the learner making key grammatical inaccuracies in structuring statements and questions at this level?
C	4–7	The learner has demonstrated that s/he is able to engage in some elements of group discussion at this level, however, there are certain areas s/he needs to develop.	Use the grading profile to determine the priority areas for development. Was the learner able to distinguish between the different vocabulary choices and discourse types s/he would be using in formal and informal contexts? Did the learner have difficulty with expression of views and opinions, etc. Were these difficulties because of grammatical inaccuracies, pronunciation or lack of appropriate vocabulary? Did the learner relate to the views of other speakers? If there were difficulties, was this because of a lack of understanding of the discourse or because of other factors, e.g. not understanding the turn-taking process or that discussion is about following other people's contributions too.
E	8–9	The learner has not had any difficulty with taking part in discussion at this level.	The learner has been assessed as established in most, if not all, of the curriculum elements in the grading profile. If you are satisfied that the learner has covered the range of both formal and informal interactions at this level and can use an appropriate range of vocabulary and grammatical structures at this level, then start to assess at Level 1.

ILP information**Long-term goal**

To consolidate discussion and conversation skills at Entry 3

Short-term goals (dependent upon the learner)*Target 1:*

Sd/E3.1a–b – To take part in social interaction both formal and informal

Target 2:

Sd/E3.1c–d – To express a range of feelings, likes, dislikes, views and opinions using grammatically accurate structures, pronunciation and vocabulary

Target 3:

Sd/E3.1e–f – To make suggestions, arrangements and plans with other people using grammatically accurate structures, pronunciation and vocabulary

Target 4:

Sd/E3.1g – To understand the point made by other speakers and use correct expressions to show agreement or disagreement

Target 5:

Task no: 5 Subject: ESOL Standard: Reading: grammar and punctuation

Task description
Sentence completion

Level	Curriculum elements	Curriculum reference(s)
Entry 3	Use knowledge of syntax and grammar to work out meaning and confirm understanding in types of texts at this level	Rs/E3.1b

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	Verb (past participle)	arranged
2	Noun (plural)	details
3	Noun	vacancy
4	Connective	therefore
5	Adjective	positive
6	Common phrase	possible
7	Verb (infinitive)	discuss
8	Noun	client
9	Preposition	within
10	Verb (present tense, conditional sentence)	need

	Number correct	Learner profile information	Next steps
C	3–8	The learner's skills in recognising grammatical patterns and plausible meaning at Entry 3 are not totally secure.	Use the pattern of correct/incorrect answers to help identify where the reading miscue(s) is/are occurring. Ask the learner to re-read some of the incorrect sentences to help to identify this.

Task no: 6 Subject: ESOL Standard: Reading: reading comprehension		
Task description Read and understand; read and obtain information		
Level	Curriculum elements	Curriculum reference(s)
Entry 3	Use organisational features to locate information; scan texts to locate information; obtain specific information through detailed reading	Rt/E3.5a Rt/E3.7a Rt/E3.8a
DIAGNOSTIC SCHEME		
Item no.	Objective/Item description	Answer
1	Scan text to locate information (Rt/E3.7a)	Linda Mackenzie
2a	Obtain specific information through detailed reading (Rt/E3.8a)	Yes
2b	Obtain specific information through detailed reading (Rt/E3.8a)	No
2c	Obtain specific information through detailed reading (Rt/E3.8a)	Yes
2d	Obtain specific information through detailed reading (Rt/E3.8a)	No
2e	Obtain specific information through detailed reading (Rt/E3.8a)	No
2f	Obtain specific information through detailed reading (Rt/E3.8a)	Yes
3.1	Use organisational features to locate information (Rt/E3.5a)	Tuesday 12th March
3.3	Use organisational features to locate information (Rt/E3.5a)	Tuesday 26th March
3.4	Use organisational features to locate information (Rt/E3.5a)	Thursday 21st March
3.5	Use organisational features to locate information (Rt/E3.5a)	Wednesday 6th March
4	Scan text to locate information (Rt/E3.7a)	Sunday
5	Scan text to locate information (Rt/E3.7a)	£20
6	Scan text to locate information (Rt/E3.7a)	07947 532 345
INTERPRETATION		
<p>When reading, more than one skill often needs to be used in combination. For example, finding information might involve using textual features to locate the right part of the text, then reading in detail to find the required information. However, the Diagnostic scheme describes the main skill the learner needs to use to correctly answer each item, as this can help you identify specific strengths and weaknesses.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next steps
eM	0–4	The learner may not be able to find information in texts at Entry 3.	<p>Check to see whether the learner has understood any of the text. Did s/he know what the leaflet was about? What is a drop-in centre? Who uses one?</p> <p>If the learner has real difficulty in understanding, then try the reading task at Entry 2 (Task 6).</p>
C	5–11	The learner is not totally secure in finding information in texts at Entry 3.	<p>Check the learner's pattern of correct and incorrect answers to investigate the particular reading skills s/he needs to work on.</p> <p>Ask some questions for specific detail, e.g. What does 'forthcoming evening talks' mean? What does 'free and open to all' mean?</p> <p>Use your discussion about the answers to questions to establish whether the learning goals need to focus on key items of vocabulary, locating information in texts or understanding organisational features.</p>
E	12–14	The learner does not appear to have any problems with finding information in texts at Entry 3.	<p>Check for detailed understanding of the text particularly drawing out the learner's understanding of question three, e.g. What does 'stress management' mean? Can s/he make the connection between inoculation and dangerous diseases? What does 'residents in the area' mean?</p> <p>If the learner shows a good understanding of the text, try the reading task at Level 1 (Task 5).</p>

ILP information

Task no: 7 Subject: ESOL Standard: Writing: writing composition; grammar and punctuation; vocabulary, spelling and handwriting		
Task description Free writing		
Level	Curriculum elements	Curriculum reference(s)
Entry 3	Plan and structure a short piece of writing in paragraphs; using simple, compound and complex sentences with correct spelling and grammar as appropriate to the level.	Wt/E3.1a–b Wt/E3.2a Wt/E3.3a Wt/E3.4a Ws/E3.1a Ws/E3.2a Ws/E3.3a Ww/E3.1a–b
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	The learner is required to write a short piece of text following prompt questions.	See Free writing marking checklist
INTERPRETATION		
The learner is required to write a piece of free writing in response to a stimulus and some suggested words. Writing is evaluated using the Free writing marking checklist.		
Number correct	Learner profile information	Next steps
eM 0–3	The learner has significant	The learner should be able to write in simple and

Task no: 1 Subject: ESOL Standard: Listening: listen and respond		
Task description Listen for and identify relevant information; listen for and understand an explanation or narrative		
Level	Curriculum elements	Curriculum reference(s)
Level 1	Listen for and identify relevant information; listen for and understand an explanation or narrative	Lr/L1.1a Lr/L1.2a
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Understand an explanation – recognise context (Lr/L1.2a)	on the radio
2	Identify relevant information (Lr/L1.1a)	Jesham community centre
3	Identify relevant information (Lr/L1.1a)	the main hall
4a	Understand an explanation (Lr/L1.2a)	yes
4b	Understand an explanation (Lr/L1.2a)	no
4c	Understand an explanation (Lr/L1.2a)	no
4d	Understand an explanation (Lr/L1.2a)	yes
4e	Understand an explanation (Lr/L1.2a)	yes
4f	Understand an explanation (Lr/L1.2a)	no
5	Understand an explanation (Lr/L1.2a)	sports facilities
6a	Understand an explanation (Lr/L1.2a)	yes
6b	Understand an explanation (Lr/L1.2a)	no
6c	Understand an explanation (Lr/L1.2a)	yes
6d	Understand an explanation (Lr/L1.2a)	no
6e	Understand an explanation (Lr/L1.2a)	no
6f	Understand an explanation (Lr/L1.2a)	yes
INTERPRETATION		
<p>When listening to and understanding the meaning of a speaker in real life, more than one skill often needs to be used in combination. However, the Diagnostic scheme describes the main skill the learner needs to use to correctly answer each item, as this can help you identify specific strengths and weaknesses.</p> <p>The next table shows the Learner profile information which can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's identification and understanding of information or explanations in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to understand explanations and narratives when listening at Level 1.	If not already done, check the learner's understanding in a face-to-face situation, using the Level 1 speaking materials. Try the listening task at Entry 3 (Task 1).
C	4–12	The learner is not totally secure in listening skills at Level 1.	Look at the learner's correct and incorrect answers to investigate particular strengths and weaknesses. Discuss the answers with the learner to identify where the difficulties in understanding occurred, e.g. with expressions or certain vocabulary. If not already done, check the learner's understanding in a face-to-face situation, using the Level 1 speaking materials.
E	13–16	The learner does not appear to have any problems with listening skills at Level 1.	If not already done, check the learner's understanding in a face-to-face situation, using the Level 1 speaking materials. Try the listening task at Level 2 (Task 1).

ILP information

Long-term goal

To consolidate the learner's listening comprehension skills at Level 1

Short-term goals (dependent upon the learner)

Target 1:

Lr/L1.1a – To listen for and identify the main points from a straightforward piece of information

Target 2:

Lr/L1.2a – To listen for and understand an explanation of a straightforward task, procedure or information in a one-to-one situation

Task no: 2 Subject: ESOL Standard: Listening: listen and respond		
Task description Listening task – tutor scored		
Level	Curriculum elements	Curriculum reference(s)
Level 1	Extract information from media and face-to-face conversations; listen to explanations, adapt responses to speaker; understand spoken instructions; listen for grammatical and phonological detail; use strategies to clarify understanding and provide feedback, respond to questions; listen for gist; follow and participate in discussions	Lr/L1.1a–b Lr/L1.2a–e Lr/L1.3a Lr/L1.4a Lr/L1.5a Lr/L1.6a–c
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See Speaking and listening assessment profiles
INTERPRETATION		
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.		
MARKING CONVERSION		
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.		
	Number correct	Learner profile information
eM	0–2	Next steps
	The learner has some difficulty in listening for appropriate detail	Talk through the activity with the learner to identify how much of the general gist of the

	Number correct	Learner profile information	Next steps
			However, if the learner has been able to listen and respond to some aspects of the discourse type, use the grading profile to establish appropriate learning goals. Is s/he able to extract key information from interactions? Does the learner have difficulty in responding to face-to-face situations? Can s/he extract the relevant detail from recorded or live presentations? Is s/he able to appropriately confirm understanding or use appropriately worded questions to ask for clarification and check her/his understanding? Did the learner have difficulty understanding specific key words or items of detail? Did certain features of spoken language present difficulties in understanding?
C	4–8	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine the areas for future work. The learner does not appear to have a problem in identifying the general gist of most of the discourse. Check for understanding of key words from the task, asking her/him to identify the key elements of the discourse to check for understanding and use of vocabulary. Check that the learner can form grammatically correct questions to clarify her/his own understanding. Can the learner respond appropriately to questions using grammatical constructions at this level showing understanding of the speaker's register? Use this information to identify the areas of greatest difficulty in listening for detail in order to set learning targets. If the activity was a discussion, was the learner able to listen for gist, follow the detail of the discussion and participate (if interactive)?
E	9–11	The learner has no difficulty in listening and responding to a discourse at this level.	You need to be satisfied that the learner has established skills in the range of discourse situations for this level, including narratives, explanations, presentations, following instructions, taking part in conversations and discussions, and show the appropriate range of grammar and vocabulary. If the learner is consistent in her/his understanding of a variety of discourse situations start assessment at Level 2.

ILP information**Long-term goal**

To consolidate listening skills at Level 1

Short-term goals (dependent upon the learner)*Target 1:*

Lr/L1.1a–b – To listen for and extract information from a range of explanations, instructions, narratives and presentations in a variety of settings

Target 2:

Lr/L1.3a – To ask appropriate questions to check and clarify understanding

Target 3:

Lr/L1.5a – To use appropriate responses to questions on a range of topics

Target 4:

Lr/L1.6a–c – To follow and participate in discussions using correctly worded expressions and vocabulary

Task no: 3

Subject: ESOL

Standard: Listening: listen and respond

Task description

Tutor scored speaking task



Task no: 4 Subject: ESOL Standard: Speaking: engage in discussion			
<p>Task description Tutor scored discussion task You need to set up this task. See the Administration instructions for guidance.</p>			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Take part in discussions, formal and informal; express feelings and views; give advice; plan action; involve other people; use appropriate phrases for interruption		Sd/L1.1a–c Sd/L1.2a–c Sd/L1.3a Sd/L1.4a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0–3	The learner has shown significant difficulty in taking part in the interaction both in terms of self-expression and in relating to the views of other speakers at this level.	Use the grading profile to determine where the learner has experienced the greatest difficulty. Did s/he have difficulty expressing her/himself using the range of vocabulary, verb tenses and grammar required at Level 1?

Number correct	Learner profile information	Next steps
C	4–6 The learner has demonstrated that s/he is able to engage in some elements of group discussion at this level, however,	<p>Use the feedback discussion to explore whether the learner fully understood the contributions made by other people. Was s/he able to follow the general gist of the discussion? Were there any key words or features of language which s/he understood/misunderstood? Did s/he recognise the difference in the language used in social and formal settings? Did the learner make any key grammatical inaccuracies in structuring statements and questions at this level?</p> <p>Use the grading profile to determine the priority areas for development. Was the learner able to distinguish between the vocabulary choices and discourse types which s/he would be using in</p>

ILP information**Long-term goal**

To consolidate discussion skills at this level in a range of situations

Short-term goals (dependent upon the learner)*Target 1:*

Sd/L1.1a–b – To take part in social and formal interactions using appropriate greetings, invitations and leave-taking

Target 2:

Sd/L1.1c – To express likes, dislikes, hopes and feelings using correct grammar and pronunciation

Target 3:

Sd/L1.2a – To express views and opinions using correct grammar and pronunciation

Target 4:

Sd/L1.2b – To express suggestions, recommendations, advice and warnings using correct grammar and pronunciation

Target 5:

Sd/L1.3a, Sd/L1.4a – To invite other speakers to contribute to the discussion and interrupt using appropriate grammar and vocabulary

Task no: 5

Subject: ESOL

Standard: Reading: reading comprehension; vocabulary, word recognition and phonics

Number
correct

Learner profile information

Next steps

ILP information**Long-term goal**

To consolidate the learner's skills in understanding texts at Level 1

Short-term goals (dependent upon the learner)*Target 1:*

Rt/L1.1a – To read and understand descriptive, explanatory and persuasive text

Target 2:

Rt/L1.2a – To recognise the purpose of a text by identifying the key features of style and language

Target 3:

Rt/L1.3a – To identify main points and details in text of five or more paragraphs

Target 4:

Rw/L1.2a – To develop a greater range of specific vocabulary

Task no: 6 Subject: ESOL Standard: Writing: writing composition; grammar and punctuation; vocabulary, spelling and handwriting			
Task description			
The learner is required to write a short piece of text on a choice of topics, following prompt questions.			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Plan a short piece of text, selecting level of detail and format, choosing suitable language, proof-reading, writing in complex sentences, structuring texts sequentially and coherently with correct grammar, punctuation and spelling		Wt/L1.1a–b Wt/L1.2a Wt/L1.3a Wt/L1.4a Wt/L1.5a Wt/L1.7a Ws/L1.1a Ws/L1.2a Ws/L1.3a Ww/L1.1a–b
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	The learner is required to write a short piece of text on a choice of topics, following prompt questions.		See Free writing marking checklist
INTERPRETATION			
Plan a short piece of text, selecting level of detail and format, choosing suitable language, proof-reading, writing in complex sentences with correct grammar, punctuation and spelling.			
	Number correct	Learner profile information	Next steps
eM	0–4	The learner has significant difficulties producing self-generated text at this level.	You will need to check whether difficulties stem mostly from not knowing what to write or how to express it. Is the learner demonstrating the skills required at Entry 3? If so s/he should be able to present information in simple, compound and complex sentences. For Level 1 the sequencing and paragraphing needs to be appropriate, the language suitable for the audience and a range of often used words, correctly spelt. Consider assessment at Entry 3.

	Number correct	Learner profile information	Next steps
C	5–9	The learner is beginning to structure her/his writing using some simple and compound sentences; to use basic punctuation; to spell high-frequency words and a greater range of words using a growing knowledge of sound–symbol association and to write legibly.	More work will probably need to be done at this level to achieve secure basic writing skills, i.e. well-sequenced text, simple and compound sentences, using appropriate punctuation and capitalisation. Assess other skills at this level to identify possible difficulties, e.g. spelling using the Literacy materials.
E	10–11	The learner is writing at the level and has established the fundamentals of writing a coherent, reasonably accurate piece of text.	It may be useful to assess writing composition at Level 2 to see how many skills are already in place at this level.

ILP information

Long-term goal

To write different texts accurately and legibly, appropriate to the situation

Short-term goals (dependent upon the learner)

Target 1:

Wt/L1.1a–b – To use appropriate planning strategies to support writing text using language suitable for the purpose and paragraphs where appropriate

Target 2:

Ws/L1.1a – To write legible simple, compound and complex sentences, using a greater range of conjunctions to join them, e.g. if, so, while, since, when

Target 3:

Ws/L1.3a – To punctuate sentences correctly, e.g. capital letters, full stops, question marks, exclamation marks, commas, (colons, dashes – used more in non sentences)

Target 4:

Ww/L1.1a – To spell correctly words used most often in work, studies and daily life

	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not be able to understand spoken explanations and narratives at Level 2.	<p>Check to identify whether the learner understood some of the interaction. Did s/he know where it was taking place? What was it that the man was trying to do?</p> <p>If not already done, check the learner's understanding in a face-to-face situation using the Level 1 speaking materials.</p> <p>If the learner shows some understanding of work at this level start with learning targets using</p>

ILP information**Long-term goal**

To consolidate the learner's listening comprehension skills at Level 2 by developing skills in a range of contexts

Short-term goals (dependent upon the learner)*Target 1:*

Lr/L2.1a – To listen to and identify information from presentations, explanations and spoken instructions

Target 2:

Lr/L2.2a – To listen to and understand lengthy conversations on a range of topics

Task no: 2 Subject: ESOL Standard: Listening: listen and respond

Task description

Tutor scored listening task

You need to set up this task. See the Administration instructions for guidance.

Level	Curriculum elements	Curriculum reference(s)
Level 2	Extract information face-to-face and from media; listen to narrative; respond to speaker and context; understand spoken instructions; listen for detail; respond to detailed questions; follow and participate in a discussion; recognise features of spoken language	Lr/L2.1a–b Lr/L2.2a–e Lr/L2.3a Lr/L2.4a–b

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See Speaking and listening assessment profiles

INTERPRETATION

The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.

MARKING CONVERSION

To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.

Number correct	Learner profile information	Next steps
eM 0–3	The learner has been able to demonstrate no or little ability to listen for the level of detail required at this level.	Use the grading profile to establish appropriate learning goals and identify which particular aspects of the chosen activity caused the most difficulty. Is the learner able to extract some key information from extended interactions? Is the learner able to identify a general point, a specific idea or an example? Can the learner extract the relevant detail from recorded or live presentations?

	Number correct	Learner profile information	Next steps
			Can the learner follow a set of complex instructions? Is the learner able to appropriately confirm understanding or use appropriately worded questions to ask for clarification and check her/his understanding? Did the learner have difficulty understanding specific key words or items of detail? Did certain features of spoken language at this level present difficulties in understanding?
C	4–7	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine the areas for future work. The learner does not appear to have a problem in identifying the general gist of most of the discourse. Check for understanding of key words from the task, asking the learner to identify specific details of the discourse to check for understanding and use of vocabulary. Check that the learner can form grammatically correct questions to clarify her/his own understanding. Can the learner respond appropriately to questions using grammatical constructions at this level showing understanding of the speaker's register and provide answers of appropriate detail and complexity of construction in response? Use this information to identify the areas of greatest difficulty in listening for detail in order to set learning targets. If the activity was a discussion, was the learner able to listen for gist, follow the detail of the discussion and participate (if interactive)?
E	8–9	The learner has no difficulty in listening and responding to a variety of discourse types at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level. These include lengthy narratives, explanations, presentations, following complex spoken instructions, taking part in conversations and discussions, showing the appropriate range of grammar, tenses and vocabulary at Level 2. The learner should be able to use a wide range of simple, continuous, perfect and perfect continuous verb forms using simple, compound and complex sentences with a wide range of subordinate clauses, as described in the Adult ESOL Core Curriculum.

ILP information**Long-term goal**

To consolidate listening skills at Level 2

Short-term goals (dependent upon the learner)*Target 1:*

Lr/L2.1a – To extract information from a range of lengthy texts on radio, film and TV

Target 2:

Lr/L2.1b – To extract information from extended explanations face-to-face or on the telephone

Target 3:

Lr/L2.2a – To listen to a lengthy narrative and conversations to get the general idea and specific detail

Target 4:

Lr/L2.2c – To understand complex spoken instructions on the radio, in a presentation and in a face-to-face interaction

Target 5:

Lr/L2.4a – To follow the detail in lengthy and complex discussions and participate fully by offering own view and opinions

Task no: 3 Subject: ESOL Standard: Speaking: speak to communicate			
Task Description Tutor scored speaking task You need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Speak clearly using stress and intonation to convey nuance, use formal language; respond to criticism; make requests, ask for information, give factual accounts, explanations and instructions; narrate events in the past; give a formal report; describe and compare; presenting information and ideas in a logical sequence including detail		Sc/L2.1a–c Sc/L2.2a Sc/L2.3a–b Sc/L2.4a–f Sc/L2.5a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
This task assesses the speaking and discussion skills of the learner using the ESOL picture prompt task booklet and the Diagnosis of speaking skills administration guide, using the Question bank as a focus for the conversation. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has difficulty working at this level both using language of appropriate length and complexity, using appropriate word stress and intonation, pace and phrasing to convey meaning adequately.	Review the profile to establish whether the learner needs to work on pronunciation, speech patterns, intonation, stress for emphasis and pronunciation. Were there any regularly occurring inaccuracies of structure which made understanding difficult or prevented the learner from accurately expressing her/himself? Was the learner able to use any of the tenses required at this level, e.g. use of a wide range of simple, continuous, perfect and perfect continuous verb forms? Could s/he develop information and ideas in a logical sequence and provide further detail? Were there any difficulties in the range of vocabulary at this level which restricted the learner's expression?

Number correct	Learner profile information	Next steps	
C	2–4	The learner has shown some ability in covering the range of speaking skills at this level, using the range of tenses, grammatical structures and vocabulary. There are some errors in the use of grammar (structure) and pronunciation (e.g. 'fiewaer' for 'fewer'). The learner's range of vocabulary is limited.	Review the assessment profile to discuss where the difficulties were for the learner. If there were pronunciation difficulties or some inappropriate use of word stress and intonation, set the learning targets to support the learner. Did the learner use appropriate grammar (structure) and pronunciation (e.g. 'fiewaer' for 'fewer')? The learner's range of vocabulary is limited. Provide additional support for the learner's range of vocabulary.

Task no: 4 Subject: ESOL Standard: Speaking: engage in discussion

Task description

Tutor scored discussion task

You need to set up this task. See the Administration instructions for guidance.

Level	Curriculum elements	Curriculum reference(s)
Level 2	Take part in discussions, formal and informal, help discussions move forward; express feelings and views; persuade, warn and rebuke; support opinions with evidence; use strategies to reassure; use appropriate phrases for interruption	Sd/L2.1a Sd/L2.2a–d Sd/L2.3a Sd/L2.4a Sd/L2.5a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	See Speaking and listening assessment profiles	See Speaking and listening assessment profiles

INTERPRETATION

The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine learning goals.

MARKING CONVERSION

ILP information**Long-term goal**

To develop discussion skills at Level 2

Short-term goals (dependent upon the learner)*Target 1:*

Sd/L2.2a–b – To take part in a range of social and formal interactions using correct grammar and vocabulary

Target 2:

Sd/L2.2c – To express a range of feelings, wishes, views and opinions using correct grammar and vocabulary

Target 3:

Sd/L2.2d – To respond to other speakers using expressions of persuasion, warning, rebuke and sympathy using correct grammar and vocabulary

Target 4:

Sd/L2.3a – To invite other speakers to contribute to the discussion or to interrupt other speakers using appropriate grammar and vocabulary

Target 5:

Sd/L2.4a – To support opinions and arguments providing evidence using appropriate vocabulary, grammar and pronunciation

Target 6:

Sd/L2.5a – To express reassurance (or disagreement) using appropriate expression and body language

Task no: 5 Subject: ESOL Standard: Reading: reading comprehension		
Task description Reading comprehension		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Trace and understand the main events of continuous descriptive, explanatory and persuasive texts; identify main points and specific detail	Rt/L2.1a Rt/L2.3a
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Identify main points Rt/L2.3a	What Happens When You Sleep?
2	Identify specific detail Rt/L2.3a	multiple sleep
3	Understand main events Rt/L2.1a	between 11.00–11.30
4	Identify specific detail Rt/L2.3a	he will become very rich
5	Understand main events Rt/L2.1a	having a longer life
6	Understand main events Rt/L2.1a	memory works badly when people sleep
7	Understand main events Rt/L2.1a	knowing that you are dreaming
8.1	Identify main points Rt/L2.3a	Paragraph 3
8.2	Identify main points Rt/L2.3a	Paragraph 4
8.3	Identify main points Rt/L2.3a	Paragraph 2
8.4	Identify main points Rt/L2.3a	Paragraph 1
INTERPRETATION		
<p>When reading, more than one skill often needs to be used in combination. For example, understanding might involve identifying the main point of a paragraph, then reading in detail to find the required information. However, the Diagnostic scheme describes the main skill the learner needs to use to correctly answer each item as this can help you identify specific strengths and weaknesses.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to read and understand texts at Level 2.	<p>The learner was able to answer a few or none of the questions. Try to identify how much of the text s/he was able to understand to see whether s/he is able to undertake any work at Level 2. Was the learner aware that the text was about stages of sleep? Could s/he identify the stages?</p> <p>What were the areas which caused the difficulty? If you feel that there is sufficient understanding to start to set learning goals at this level, you can use the areas identified as strengths to develop the weaker areas using straightforward Level 2 texts which introduce small amounts of vocabulary relevant to the learner's needs.</p> <p>If the learner had great difficulty with all areas of this work, e.g. understanding general meaning, vocabulary and text structure, try the reading task at Level 1 (Task 5) to establish the starting point for the learning plan.</p>
C	4–9	The learner is not totally secure in reading skills at Level 2.	<p>Check the learner's pattern of correct and incorrect answers to investigate the particular reading skills s/he needs to work on. You can use some more detailed questioning techniques to identify whether the difficulties were caused by vocabulary, expressions or sentence structure. Apart from general understanding of the text, check for detailed knowledge, e.g. What do researchers do? What are sleep cycles? What does it mean when the writer talks about 'cultures have developed systems'? What does the expression 'good omen' mean?</p> <p>Use this information to establish the relevant learning goals to develop the learner's work with texts at this level.</p>

	Number correct	Learner profile information	Next steps
E	10–11	The learner does not appear to have any problems with understanding texts at Level 2.	<p>Try to identify whether the learner has a full understanding of the text by asking detailed questions about vocabulary and structure. Does s/he understand the expression 'REM'? What is meant by 'warm blooded creatures'? What is meant by expressions such as 'the course of human events has been changed as the result of a dreamer acting on his or her dreams' and 'an exception to this absence of awareness'?</p> <p>Talk about the structure of the text. What type of text is it mainly? (Explanation) What are the features that make this evident? (Explaining facts and not giving opinion) How can you tell this from the style? (Written mainly using nominalisation rather than in the declarative, e.g. 'Throughout history, cultures have developed...' rather than 'We find in history that cultures have developed...') (Nominalisation is taking parts of speech which typically appear as verbs or adjectives and construing them instead as a noun – see Halliday, M.A.K., <i>Literacy and Linguistics in Burns, A. and Coffin, C. (Eds) 2001, Analysing English in a Global Context</i>, Routledge.)</p> <p>The writer does change style occasionally to 'speak' directly to the reader, e.g. 'Count the number of hours you sleep tonight...' and 'When we are asleep, our memory suffers.' Why has s/he done this? Does this change of style keep the reader's interest in the text by helping her/him to relate the information to her/himself?</p> <p>If you wish to investigate the learner's skills with longer texts and include assessment of other aspects which require the use of more than one text, try the Literacy Level 2 reading task.</p>

ILP information**Long-term goal**

To consolidate the learner's skills in understanding the vocabulary and features of a range of texts at Level 2

Short-term goals (dependent upon the learner)*Target 1:*

Rt/L2.1a – To read and understand the features and language of descriptive, explanatory and persuasive texts

Target 2:

Rt/L2.3a – To identify the main points and details in a range of complex texts

Task no: 6 Subject: ESOL Standard: Writing: writing composition; grammar and punctuation; vocabulary, spelling and handwriting			
Task description Free writing			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Plan a short piece of text, selecting level of detail and format, choosing suitable language, format, style and sentence structure, proof-reading, writing in complex sentences with correct grammar, punctuation, spelling and using pronouns to lessen repetition and improve the clarity of writing		Wt/L2.1a–b Wt/L2.2a Wt/L2.3a Wt/L2.4a Wt/L2.5a Wt/L2.6a Wt/L2.8a Ws/L2.1a Ws/L2.2a Ws/L2.3a Ws/L2.4a Ww/L2.1a Ww/L2.2a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	The learner is required to write a short piece of text on a choice of topics following prompt questions.		See Free writing marking checklist
INTERPRETATION			
Plan a short piece of text, selecting level of detail and format, choosing suitable language, proof-reading, writing in complex sentences with correct grammar, punctuation and spelling.			
	Number correct	Learner profile information	Next steps
eM	0-6	The learner has significant difficulties producing self-generated text at this level.	You need to identify where the learner is not making the necessary adjustment to writing at this level. Is s/he demonstrating use of a wide range of subordinate clauses and of conjunctions? Is the learner able to use the range of verb forms at this level and demonstrate an appropriate range of vocabulary? If appropriate assess at Level 1.

Number
correct

Learner profile information

Next steps

Diagnosis of speaking skills administration guide

Diagnosis of speaking skills administration guide

Materials

The oral task materials consist of:

- the question bank, to be used at Entry 1 and 2
- the ESOL picture prompt task booklet, to explore communicative features further at Entry 1 and 2, and to be used at Entry 3, Level 1 and Level 2 to stimulate conversation
- the picture prompts, to be used with the ESOL picture prompt task booklet
- the diagnostic grids, to record diagnostic information in specific curriculum areas.

Timing

There is no set time limit for the oral assessment, but in most cases it should take around 10 to 15 minutes. This will probably take less time at lower levels.

General points

- Talk to one learner at a time.
- The conversation should take place in a quiet, preferably comfortable, area.
- It is important to put the learner at ease, as the aim is to have as natural a conversation as possible. Try not to make it seem like an interrogation where you are just asking one question after another.
- Explain the purpose of the conversation – i.e. that it is to help you and the learner decide what s/he most needs to learn to improve her/his spoken English. If the learner is at a low level, and an interpreter is available, you could ask the interpreter to explain this for you. However, the interpreter should not be involved during the conversation, as the aim is to explore the extent to which the learner can communicate in English. It may be better for the interpreter not to be present at this point, so that the learner has to try to communicate without asking for help or becoming self-conscious.
- It may be rather distracting for some learners if you make records on the diagnostic grid during the conversation. Try to do this as discreetly as possible.

Eliciting conversation

If the learner does not understand you, try to rephrase the question in a simpler way. Bear in mind, however, that rephrasing can sometimes result in more confusion for a learner, particularly at low levels. Follow-up questions such as, 'What was it like?' or 'Why do you like it?' can often be useful in generating free English. Try to follow cues in the learner's responses to develop a conversation in which s/he has an opportunity to describe events and discuss her/his feelings in a way which is meaningful to her/him.

Learners may be happy to discuss their personal life, family circumstances, etc. While these can make interesting and involving topics for conversation, it is important not to force these upon the learner. Some may find it upsetting to discuss their family life, especially if they have left family members behind or if they have lost them.

Question bank

These questions are intended for use at Entry 1 and 2. However, if you have not met the learner before, or do not know her/him well, it is a good idea to begin the conversation by introducing yourself and having a brief personal chat to put her/him at ease – in which case some of these questions or topics may also be useful at higher levels.

The questions are intended to form a skeletal framework upon which a more personal conversation can

Picture prompts

- For each set of pictures, suggestions are made for additional topics which could arise. These are not necessarily level-related.
- Questions are assigned to levels. However, these are only suggestions. At the higher levels, a simple question may still be useful as a way of starting off the conversation. At the lower levels, learners may nevertheless be able to communicate on the more complex topics, albeit more simply.
- Regardless of the level of the learner, it's a good idea to begin by giving out the pictures, asking her/him to look at them, explaining their purpose as far as possible, and asking one or two questions to make sure s/he can identify and name what is in the pictures.
- Remember that not all topics will be suitable for all learners. Be sensitive to differences in age, ethnicity, gender, religion and life experiences, and switch to another set of pictures if the learner appears at all uncomfortable with a topic.

Diagnostic grid

You need to have a copy of a diagnostic grid at the appropriate level for each learner you assess. As already mentioned, some learners might find it distracting if you are completing the grid during the conversation, so it would be a good idea to avoid this by recording the conversation if possible. However, there will be many situations where this is not possible. If this is the case you need to make sure that you are very familiar with the both the grid and the details of the specific component skills, communicative features, grammar and phonological areas for which you are seeking diagnostic information. This will mean that you should be able to tick the relevant category discreetly without interrupting the f the f ean

Classroom-based diagnostic assessment

The diagnostic grid for the speaking task does not include all the component skills of speaking which are described for each level in the *Adult ESOL Core Curriculum*. Those included are ones which can be most easily assessed during the course of a short semi-formal conversation with a tutor. They are also skills which are basic and important, and diagnosis in the area of these skills should provide useful starting points for learning.

Diagnosis of skills in other areas needs to be done in the classroom context, where a wider range of patterns of interaction will be available. In particular, the specific communicative functions described within *Speak to communicate*, and many of the *Engage in discussion* component skills, can be best assessed more informally by observation during class activities. These may include, for example, information gap exercises, use of dialogues, role play, or group discussions. The sample activities described in the curriculum also provide useful examples of speaking tasks which can demonstrate particular component skills.

Set 1
Sport

Possible extension

- Other leisure activities, hobbies, etc.
- Sport in schools
- Exercise and health

Entry 1 What are these people doing?

Entry 1/2 Do you like these sports?

What sports do you like?

How often? Where? Who with?

Entry 3 Do you like these sports? Why/why not?

Which would you like to try? Why?

Do you think that sport is a good thing? Why?

Level 1 Have you ever tried any of these? Tell me about it.

Why do you think people like sport so much?

Which sporting events would you most like to see?

Level 2 Which of these sports do you prefer either doing or watching? Why?

Do you think there are some sports which should be banned? Why?

Do you think that sport can increase international understanding? Why/why not?

Set 2 Transport

Possible extension

- Travel and holidays
- Leisure (cycling, walking, boats, etc.)
- Pollution

Entry 1 What are these?

Entry 1/2 How do you usually travel (in your country/here)?

Which do you like best? Why?

Entry 3 What's good or bad about each of these?

Tell me about a journey you remember. What happened?

Note: May be a sensitive subject for some learners.

Level 1 Which of these do you think is the best type of transport? Why?

Do you think cars are good or bad things? Are there too many?

Level 2 What do you think are the advantages and disadvantages of these types of transport?

How has transport changed in your lifetime? Are these changes good or bad?

Set 3
Food

Possible extension

- Cooking
- Problems of world hunger
- Agriculture
- Health

Entry 1 What are these?

Entry 1/2 Do you like these foods?
What's your favourite food?

Entry 3 Which of these would you most like to eat? Why?
Tell me what is good or bad about these foods.

Level 1/2 Which of these is most healthy and which tastes best? Which do you prefer?
Why?
Do you think there are some foods which people should not eat?
Some people eat too much. What are the effects of this?

Set 5
Town and country

Possible extension

- other places the learner has lived
- house buying/renting
- urbanisation/overpopulation
- poverty/housing problems

Entry 1 What are these places?

Entry 1/2 Which place do you like best? Why?

Do you like the town or the country? Why?

Entry 3 Which of these would you most like to live in/least like to live in? Why?

Have you ever lived anywhere which looks like one of these? Tell me about it.

Level 1/2 What are the benefits and disadvantages of living in each of these places?

Describe the place you would most like to live.

Do you think where you live affects your attitude to life?

Note: May be a sensitive subject for some learners.

Question bank

Note: Remember that the aim is to have a conversation, not a question and answer session. The questions are intended as prompts to be used if necessary.

<i>Level</i>	<i>Questions</i>	<i>Comments</i>
Entry 1	What's your name?	You might also want to take this opportunity to introduce yourself if you have not yet done so.
	How do you spell that please?	Be aware that spelling in another language can be quite difficult at first.
	Where do you come from? (Which country?)	
	What languages do you speak?	Note that ability in more than one language might indicate good language learning skills.
	What's your address?	

<i>Level</i>	<i>Questions</i>	<i>Comments</i>
Entry 1/2	Do you have a job? (If yes) What work do you do? Do you like your job? Why/why not?	
Entry 2	(If yes) When do you begin and end work? How often do you go to work? Did you work before you came to this country? (If yes) What was your job? Did you enjoy it? Why/why not?	

Questions

Do you watch TV?
 (If yes)
 What's your favourite TV programme?
 Tell me about it.

Possible prompts:

Questions

Speaking and listening assessment profiles

General information

ESOL: Entry 1: Diagnostic grid for listen and respond – narratives and explanations

Name:

Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 1				
At this level adults will be expected to:				
<ul style="list-style-type: none"> listen and respond to spoken language, including simple narratives, questions and single-step instructions 				
Lr/E1.1a	Recognise context and predict general meaning			
Lr/E1.1b	Listen for gist in short explanations and narratives			
Lr/E1.1d	Listen for gist and respond, in a face-to-face situation			
Lr/E1.2a	Listen for detail in short narratives and explanations			
Lr/E1.2b	Listen for detail and respond, in a face-to-face situation			
Lr/E1.2c	Listen for grammatical detail			
Lr/E1.2d	Listen for phonological detail			
Lr/E1.2e	Listen and extract key information			
Lr/E1.5a	Recognise a speaker's feeling and attitude			
Lr/E1.5b	Take part in social conversation			
Lr/E1.5c	Take part in more formal exchanges			
Lr/E1.5d	Follow a simple discussion on a familiar topic			

ESOL: Entry 1: Profile grid for listen and respond – narratives and explanations (continued)

Curriculum reference		Emerging	Consolidating	Established
Lr/E1.5b	Take part in social conversation	Little recognition and response to greetings and introductions	Some interaction showing awareness of greetings and introductions as appropriate for setting	Good understanding and response to greetings and introductions
Lr/E1.5c	Take part in more formal exchanges	Does not show understanding of conventions of a formal exchange	Some understanding and response to greetings, introductions and requests for information in a formal setting	Good interaction showing of the conventions of formal exchanges and appropriate response
Lr/E1.5d	Follow a simple discussion on a familiar topic	Little or no understanding of discussion	Has followed some aspects of the discussion but not full comprehension	Has followed and fully comprehends the discussion

ESOL: Entry 1: Diagnostic grid for listen and respond – conversation

Name:

Date:

	At this level adults will be expected to: • listen and respond to spoken language, including simple statements, questions and single-step instructions	Tick the appropriate column		
		Emerging	Consolidating	Established
Lr/E1.1a	Recognise context and predict general meaning			
Lr/E1.1c	Listen for gist in a conversation			
Lr/E1.1d	Listen for gist and respond, in a face-to-face situation			
Lr/E1.2b	Listen for detail and respond, in a face-to-face situation			
Lr/E1.2c	Listen for grammatical detail			
Lr/E1.2d	Listen for phonological detail			
Lr/E1.2e	Listen and extract key information			
Lr/E1.4a&b	Listen and respond to requests for personal information			
Lr/E1.5a	Recognise a speaker's feelings and attitude			
Lr/E1.5b	Take part in social conversation			
Lr/E1.5c	Take part in more formal exchanges			
Lr/E1.5d	Follow a simple discussion on a familiar topic			

ESOL: Entry 1: Profile grid for listen and respond – conversation

Curriculum reference		Emerging	Consolidating	Established
Lr/E1.1a	Recognise context and predict general meaning	Little understanding of the context and meaning of discourse	Some understanding of context and general meaning of discourse	Good understanding of the situation and discourse type Learner uses this understanding to predict meaning
Lr/E1.1c	Listen for gist in a conversation	Does not appear to differentiate between gist and detail Poor body language and facial expression conveying little interest in exchange and response to the speaker	Is able to reasonably understand the gist of the explanation with some gaps Reasonable use of body language, facial expression and eye contact to show engagement in the exchange and response to the speaker	Has wholly understood gist of explanation Good use of body language, eye contact, facial expression and contextualisation cues to maintain engagement
Lr/E1.1d	Listen for gist and respond, in a face-to-face situation			
Lr/E1.2b	Listen for detail and respond, in a face-to-face situation	Little or no detail understood from discourse No or little identification of key words	Has understood some detail and picked out the importance of repeated words or phrases Some response to key information	Has completely understood the discourse with little or no errors and has made appropriate responses
Lr/E1.2c	Listen for grammatical detail	Little recognition of type of utterance, grammatical forms, use of intonation and stress	Some understanding of type of utterance, intonation and stress	Learner recognises type of utterance and grammatical forms. Uses awareness of intonation and stress to aid own understanding
Lr/E1.2d	Listen for phonological detail			
Lr/E1.2e	Listen and extract key information	No or little identification of key information	Some identification and response to key information	Learner identifies and shows understanding of key information
Lr/E1.4a & b	Listen and respond to requests for personal information	Does not show full comprehension of request Does not respond or provides little appropriate information	Shows understanding of some of the request and provides some but not all of requested information	Full understanding shown of request and appropriate response made

ESOL: Entry 1: Profile grid for listen and respond – conversation (continued)

ESOL: Entry 1: Diagnostic grid for listen and respond – following instructions and directions

Name:

Date:

ENTRY 1

At this level adults will be expected to:

- listen and respond to spoken language, including simple statements, questions and single-step instructions

Lr/E1.1a Recognise context and predict general meaning

Lr/E1.1d Listen for gist and respond, in a face-to-face situation

Lr/E1.2b Listen for detail and respond, in a face-to-face situation

ESOL: Entry 1: Profile grid for listen and respond – following instructions and directions

Curriculum reference		Emerging	Consolidating	Established
Lr/E1.1a	Recognise context and predict general meaning	Little understanding of the context and meaning of discourse	Some understanding of context and general meaning of discourse	Good understanding of the context and discourse type Learner uses this understanding to predict meaning
Lr/E1.1d	Listen for gist and respond, in a face-to-face situation	Does not appear to differentiate between gist and detail Poor body language and facial expression conveying little interest in exchange and response to the speaker	Is able to reasonably understand the gist of the explanation with some gaps Reasonable use of body language, facial expression and eye contact to show engagement in the exchange and response to the speaker	Has wholly understood gist of explanation Good use of body language, eye contact, facial expression and contextualisation cues to maintain engagement
Lr/E1.2b	Listen for detail and respond, in a face-to-face situation	Little or no detail understood from discourse No or little identification of key words	Has understood some detail and picked out the importance of repeated words or phrases Some response to key information	Has completely understood the discourse with little or no errors and has made appropriate responses
Lr/E1.2c	Listen for grammatical detail	Little recognition of type of utterance, grammatical forms, use of intonation and stress	Some understanding of type of utterance, intonation and stress	Learner recognises type of utterance and grammatical forms Uses awareness of intonation and stress to aid own understanding
Lr/E1.2d	Listen for phonological detail			
Lr/E1.2e	Listen and extract key information	No or little identification of key information	Some identification and response to key information	Learner identifies and shows understanding of key information
Lr/E1.3a	Follow single-step instructions	Has recognised none or few key words from the instructions Has not been able to correctly express requests for repetition	Has understood some or most key elements of instructions Has requested repetition of instructions with some inaccuracies	Is able to completely understand the instructions and request repetition using correctly worded questions

ESOL: Entry 1: Profile grid for listen and respond – following instructions and directions (continued)

Curriculum reference		Emerging	Consolidating	Established
Lr/E1.3b	Follow directions	Has not recognised the sequence of directions or identified key words	Some identification of correct sequence of directions and key words	Has fully comprehended the correct sequence of directions and all key words
Lr/E1.5a	Recognise a speaker's feeling and attitude	Little understanding of expressed feelings	Shows some awareness of speaker's feelings but not full understanding	Complete understanding of feelings and attitude
Lr/E1.5b	Take part in social conversation	Little recognition and response to greetings and introductions	Some interaction showing awareness of greetings and introductions as appropriate for setting	Good understanding and response to greetings and introductions
Lr/E1.5c	Take part in more formal exchanges	Does not show understanding of conventions of a formal exchange	Some understanding and response to greetings, introductions and requests for information in a formal setting	Good interaction showing awareness of the conventions of formal exchanges and appropriate response
Lr/E1.5d	Follow a simple discussion on a familiar topic	Little or no understanding of sequence of discussion	Has followed some aspects of the discussion but not full comprehension	Has followed and fully comprehends the discussion

ESOL: Entry 1: Diagnostic grid for speak to communicate

Name: Date:

	Tick the appropriate column		
	Emerging	Consolidating	Established
ENTRY 1 At this level adults will be expected to: <ul style="list-style-type: none"> • speak to communicate basic information, feelings and opinions on familiar topics 			
Sc/E1.1a Use word stress and intonation adequately so that simple facts can be understood			
Sc/E1.1b Pronounce simple familiar words adequately to be comprehensible			
Sc/E1.4a Make simple statements of fact, using grammar suitable for the level			
Sc/E1.4b Give basic personal information (e.g. name, country of origin, address)			
Sc/E1.4d Give a description, using simple adjectives			
Sd/E1.1c Express likes and dislikes and simple views			

ESOL: Entry 1: Diagnostic grid for engage in discussion

Name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 1				
At this level adults will be expected to:	<ul style="list-style-type: none"> engage in discussion with another person in a familiar situation about familiar topics 			
Sd/E1.1a	Take part in social interaction			
Sd/E1.1b	Take part in more formal interaction			
Sd/E1.1c	Express likes and dislikes, feelings, etc.			

ESOL: Entry 1: Profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
Sd/E1. 1a	Take part in social interaction Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a social situation Poor observation of turn-taking conventions	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas Reasonable observation of turn-taking conventions	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for social interaction Good observation of turn-taking conventions
Sd/E1. 1b	Take part in more formal interaction Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a formal situation Poor observation of turn-taking conventions	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas Reasonable observation of turn-taking conventions	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for formal interaction Good observation of turn-taking conventions
Sd/E1. 1c	Express likes and dislikes, feelings, etc. Expresses very few personal opinions and feelings Cannot support opinions expressed by justifying ideas Limited vocabulary for the level	Expresses some opinion and feeling supported by statements showing a reasonable range of vocabulary	Expresses opinion and feelings which are supported with a small range of ideas Expressed showing an appropriate range of vocabulary for the level

ESOL: Entry 2: Diagnostic grid for listen and respond – narratives, explanations and presentations

Name: Date:

ENTRY 2 At this level adults will be expected to: • listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions	Tick the appropriate column		
	Emerging	Consolidating	Established
Lr/E2.1a Recognise context and predict general meaning			
Lr/E2.1d Listen for gist and respond, in face-to-face situations			
Lr/E2.2a Listen for detail in short narratives and explanations			
Lr/E2.2b Listen for detail and respond, in face-to-face situations			
Lr/E2.2c Listen for grammatical detail			
Lr/E2.2d Listen for phonological detail			
Lr/E2.3a Extract the main points when listening to presentations			
Lr/E2.3b Extract the main points of an explanation in a face-to-face situation, and respond			
Lr/E2.3c Extract straightforward information for a specific purpose			
Lr/E2.4a Listen to, follow and respond to explanations, directions and instructions			
Lr/E2.5a Listen and respond to requests for action/permission			
Lr/E2.5b Respond to requests for information			

ESOL: Entry 2: Profile grid for listen and respond – narratives, explanations and presentations

Curriculum reference		Emerging	Consolidating	Established
Lr/E2.1a	Recognise context and predict general meaning	Little understanding of the context and meaning of discourse for the level	Some understanding of context and general meaning of discourse for the level	Good understanding of the situation and discourse type Learner uses this understanding to predict meaning
Lr/E2.1d	Listen for gist and respond, in face-to-face situations	Does not appear to differentiate between gist and detail in extracting what is general from the specific	Is able to reasonably understand the gist of the explanation with some gaps Can identify some specific points of detail	Has wholly understood gist of explanation Can identify detail from the narrative or explanation as appropriate for the level
Lr/E2.2a	Listen for detail in short narratives and explanations			
Lr/E2.2b	Listen for detail and respond, in face-to-face situations	Little identification of detail as appropriate for the level Poor use of body language and facial expression in response to speaker Little or no use of contextualisation cues or replies	Reasonable use of body language, facial expression and eye contact to show engagement in the exchange and response to the speaker Some use of contextualisation cues and replies	Good use of body language, eye contact, facial expression, contextualisation cues and responses to maintain engagement
Lr/E2.2c	Listen for grammatical detail	Little recognition of type of utterance, grammatical forms, use of intonation and stress	Some understanding of type of utterance, intonation and stress	Learner recognises type of utterance and grammatical forms Uses awareness of intonation and stress to aid own understanding
Lr/E2.2d	Listen for phonological detail			
Lr/E2.3a	Extract the main points when listening to presentations	Little or no identification of main points as appropriate for the level	Some identification of main points as appropriate for the level	Full identification of main points

ESOL: Entry 2: profile grid for listen and respond – narratives, explanations and presentations (continued)

Curriculum reference		Emerging	Consolidating	Established
Lr/E2.3b	Extract the main points of an explanation in a face-to-face situation, and respond	Little identification of main points as appropriate for the level Poor use of body language and facial expression in response to speaker Little or no use of contextualisation cues or questions to aid understanding	Identification of some of the main points Reasonable use of body language, facial expression and eye contact to show engagement in the exchange and response to the speaker Some use of contextualisation cues and questions to aid understanding	Identification of most/all of main points Good use of body language, eye contact, facial expression, contextualisation cues and responses to maintain engagement Good use of questions to aid understanding
Lr/E2.3c	Extract straightforward information for a specific purpose	Has difficulty in identification of relevant information	Identifies some relevant information	Identifies all relevant information
Lr/E2.4a	Listen to, follow and respond to explanations, directions and instructions	Little or no comprehension and response	Some comprehension and response	Fully understands and responds appropriately
Lr/E2.5a	Listen and respond to requests for action/permission			
Lr/E2.5b	Respond to requests for information			
Lr/E2.7a	Follow the gist of discussions	Little or no identification of main gist or detail	Some identification of main gist or detail	Fully understands the discussion and follows gist and main points
Lr/E2.7b	Follow the main points of discussion	Does not separate the general from the specific		

ESOL: Entry 2: Diagnostic grid for listen and respond – conversations and discussions

Name:

Date:

ENTRY 2

ESOL: Entry 2: Diagnostic grid for listen and respond – conversations and discussions (continued)

Name:

Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 2 At this level adults will be expected to: <ul style="list-style-type: none"> listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions 				
Lr/E2.7a	Follow the gist of discussions			
Lr/E2.8a	Follow the main points of discussions			

ESOL: Entry 2: Profile grid for listen and respond – conversations and discussions

Curriculum reference	Emerging	Consolidating	Established
Lr/E2.1a	Little understanding of the context and meaning of discourse for the level	Some understanding of context and general meaning of discourse for the level	Good understanding of the situation and discourse type Learner uses this understanding to predict meaning
Lr/E2.1c	Does not appear to differentiate between gist and detail in extracting what is general from the specific	Is able to reasonably understand the gist of the explanation with some gaps Can identify some specific points of detail	Has wholly understood gist of explanation Can identify detail from the narrative or explanation as appropriate for the level
Lr/E2.1d	Listen for gist and respond, in face-to-face situations	Listen for gist and respond, in face-to-face situations	Listen for detail and respond, in face-to-face situations
Lr/E2.2b	Little or no use of contextualisation cues or replies	Some use of contextualisation cues and replies	Engagement responses to maintain engagement
Lr/E2.2c	Little recognition of type of utterance, grammatical forms, use of intonation and stress	Some understanding of type of utterance, intonation and stress	Learner recognises type of utterance and grammatical forms Uses awareness of intonation and stress to aid own understanding
Lr/E2.2d	Listen for phonological detail	Identifies some relevant information	Identifies all relevant information
Lr/E2.3c	Has difficulty in identification of relevant information	Identifies some relevant information	Identifies all relevant information

ESOL: Entry 2: Diagnostic grid for speak to communicate

Name:

Date:

	Tick the appropriate column		
	Emerging	Consolidating	Established
ENTRY 2 At this level adults will be expected to: <ul style="list-style-type: none"> • speak to communicate information, feelings and opinions on familiar topics 			
Sc/E2.1a Use word stress and intonation adequately so that meaning can be understood, and show some evidence of correct stress-timed rhythm			
Sc/E2.1b Pronounce a range of phonemes adequately to make meaning understood			
Sc/E2.3a Sc/E2.3b Make statements of fact and give personal information, using grammar suitable for the level			
Sc/E2.3c Sc/E2.3d Give a short account or explanation, using part narration tense			
Sc/E2.3f Give a short description, using a range of adjectives			
Sd/E2.1c Sd/E2.1d Express likes and dislikes, feelings, wishes and hopes, views and opinions (elaborate and give reasons)			

ESOL: Entry 2: Profile grid for speak to communicate

Curriculum reference		Emerging	Consolidating	Established
Sc/E2.1a	Use word stress and intonation adequately so that meaning can be understood, and show some evidence of correct stress-timed rhythm	Jerky speech patterns Hesitations Inappropriate use of stress for emphasis Inappropriate rising and falling intonation patterns	Reasonable fluency Some hesitations Showing good use of stress for emphasis mainly in correct places Use of rising and falling intonation	Very fluent speaker with little hesitation Correct use of stress for emphasis Consistent use of rising and falling intonation
Sc/E2.1b	Pronounce a range of phonemes adequately to make meaning understood	Inaccuracies of pronunciation making understanding difficult	Few inaccuracies of pronunciation of range of phonemes	Clear pronunciation of range of phonemes
Sc/E2.3a Sc/E2.3b	Make statements of fact and give personal information, using grammar suitable for the level	Inaccuracies of structure making understanding difficult Does not present information using range of tenses for this level	Few inaccuracies of structure Use of present and past tenses with some inaccuracies	Few inconsistencies of grammar Presents information using present and past tenses with few errors
Sc/E2.3c Sc/E2.3d	Give a short account or explanation, using past narration tense			
Sc/E2.3f	Give a short description, using a range of adjectives	Many inaccuracies of structure Vocabulary limited for the task	Some inaccuracies of structure Vocabulary largely adequate for the task but needs expansion in some areas	Correct use of structures Vocabulary satisfactory for the task
Sd/E2.1c Sd/E2.1d	Express likes and dislikes, feelings, wishes and hopes, views and opinions (elaborate and give reasons)			

Literacy: Entry 2: Diagnostic grid for engage in discussion

Name: Date:

	Tick the appropriate column		
	Emerging	Consolidating	Established
ENTRY 2 At this level adults will be expected to: <ul style="list-style-type: none"> engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics 			
Sd/E2.1a Take part in social interaction			
Sd/E2.1b Take part in more formal interaction			
Sd/E2.1c Express likes and dislikes, feelings, wishes and hopes			
Sd/E2.1d Express views and opinions			
Sd/E2.1e Relate to other speakers			

ESOL: Entry 2: Profile grid for engage in discussion

Curriculum reference		Emerging	Consolidating	Established
Sd/E2. 1a	Take part in social interaction	Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a social situation Poor observation of turn-taking conventions	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas Reasonable observation of turn-taking conventions	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for social interaction Good observation of turn-taking conventions
Sd/E2. 1b	Take part in more formal interaction	Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a formal situation Poor observation of turn-taking conventions	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas Reasonable observation of turn-taking conventions	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for formal interaction Good observation of turn-taking conventions
Sd/E2. 1c	Express likes and dislikes, feelings, wishes and hopes	Many inaccuracies of structure Vocabulary limited for the task	Some inaccuracies of structure Vocabulary largely adequate for the task but needs expansion in some areas	Correct use of structures Vocabulary satisfactory for the task
Sd/E2. 1d	Express views and opinions			
Sd/E2. 1e	Relate to other speakers	Shows little understanding of turn-taking conventions Own contributions show little evidence of following contributions of others	Some understanding of turn-taking convention Shows s/he has listened to some of the other contributions	Good observance of turn-taking conventions Own contributions show that s/he has followed and developed/summarised contributions of others

ESOL: Entry 3: Diagnostic grid for listen and respond – explanations, instructions, narratives and presentations

Name:

Date:

ESOL: Entry 3: Diagnostic grid for listen and respond – explanations, instructions, narratives and presentations (continued)

Name:

Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 3</p> <p>At this level adults will be expected to:</p> <ul style="list-style-type: none"> listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone 				
Lr/E3.5a	Respond to requests for action			
Lr/E3.5b	Respond to requests for information			
Lr/E3.7c	Follow and participate in a discussion			
Lr/E3.7d	Recognise features of spoken language			

ESOL: Entry 3: Profile grid for listen and respond – explanations, instructions, narratives and presentations

ESOL: Entry 3: Diagnostic grid for listen and respond – conversations and discussions

Name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 3				
At this level adults will be expected to:				
<ul style="list-style-type: none"> listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone 				
Lr/3.1a	Recognise context and predict meaning in a range of listening contexts and oral interactions			
Lr/E3.2b	Listen for detail in a face-to-face situation or on the phone			
Lr/E3.2d	Listen for grammatical detail			
Lr/E3.2e	Listen for phonological detail			
Lr/E3.3b	Listen for relevant and new information in face-to-face situations or on the phone			
Lr/E3.4a	Clarify and confirm understanding through verbal and non-verbal means			
Lr/E3.5a	Respond to requests for action			
Lr/E3.5b	Respond to requests for information			
Lr/E3.6a	Recognise a variety of feelings expressed by another speaker			
Lr/E3.6b	Listen and respond appropriately to other points of view			

ESOL: Entry 3: Diagnostic grid for listen and respond – conversations and discussions (continued)

Name:

Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 3</p> <p>At this level adults will be expected to:</p> <ul style="list-style-type: none"> listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone 				
Lr/E3.7a	Listen for the gist of a discussion			
Lr/E3.7b	Follow a discussion without actively participating, e.g. on TV			
Lr/E3.7c	Follow and participate in a discussion			
Lr/E3.7d	Recognise features of spoken language			

ESOL: Entry 3: Profile grid for listen and respond – conversations and discussions

Curriculum reference	Emerging	Consolidating	Established
Lr/3.1a	Little understanding of the context and prediction of meaning of discourse for the level	Some understanding of context and prediction of general meaning of discourse for the level	Good understanding of the situation and discourse type Learner uses this understanding to predict meaning
Lr/E3.2b	Recognise context and predict meaning in a range of listening contexts and oral interactions Listen for detail in a face-to-face		

ESOL: Entry 3: Profile grid for listen and respond – conversations and discussions (continued)

ESOL: Entry 3: Diagnostic grid for speak to communicate

Name:

Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 3 At this level adults will be expected to: <ul style="list-style-type: none"> • speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone 				
Sc/E3.1a	Use appropriate speed, rhythm and intonation to make meaning clear and use sentence stress appropriately			
Sc/E3.1a Sc/E3.1b	Pronounce words correctly and unambiguously (distinguish between phonemes, place word stress correctly in multi-syllable words, use the unstressed schwa phoneme)			
Sc/E3.4a, b,c,d	Make statements of fact, give personal information, give a short account or explanation, using grammar suitable for the level			
Sc/E3.4f	Give a short description, making comparisons and using adjectives to convey detail, interest or attitude			
Sd/E3.1c Sd/E3.1d	Express likes and dislikes, feelings, wishes and hopes, views and opinions (express degrees of opinion, explain reasons)			

ESOL: Entry 3: Profile grid for speak to communicate

Curriculum reference		Emerging	Consolidating	Established
Sc/E3: 1a	Use appropriate speed, rhythm and intonation to make meaning clear and use sentence stress appropriately	Jerky speech patterns Hesitations Inappropriate rising and falling intonation patterns	Reasonable fluency Some hesitations Use of rising and falling intonation	Very fluent speaker with little hesitation Consistent use of rising and falling intonation
Sc/E3: 1a Sc/E3: 1b	Pronounce words correctly and unambiguously (distinguish between phonemes, place word stress correctly in multi-syllable words, use the unstressed schwa phoneme)	Inaccuracies of pronunciation making understanding difficult Inappropriate use of stress for emphasis	Few inaccuracies of pronunciation Showing good use of stress for emphasis mainly in correct places	Clear pronunciation over a wide range of words Correct use of stress for emphasis
Sc/E3: 4a, b, c, d	Make statements of fact, give personal information, give a short account or explanation, using grammar suitable for the level	Inaccuracies of structure making understanding difficult Does not present information using range of tenses for this level	Few inaccuracies of pronunciation Use of present, past and future tenses with some inaccuracies	Few inconsistencies of grammar Presents information using present, past and future tenses with few errors
Sc/E3: 4f	Give a short description, making comparisons and using adjectives to convey detail, interest or attitude	Information disjointed Difficulty in developing ideas and detail	Some of the information is presented in a logical sequence showing development of ideas and detail	Most of the information is presented in a logical sequence Detail and ideas are well developed and expressed correctly
Sd/E3: 1c Sd/E3: 1d	Express likes and dislikes, feelings, wishes and hopes, views and opinions (express degrees of opinion, explain reasons)	Expresses very little personal opinion and feelings Cannot support opinions expressed by justifying ideas Limited vocabulary for the level	Expresses some opinion and feelings supported by statements showing reasonable range of vocabulary	Expresses opinion and feelings which are supported with a range of ideas Expressed showing a good range of vocabulary

ESOL: Entry 3: Diagnostic grid for engage in discussion

Name:

Date:

ENTRY 3

At this level adults will be expected to:

- engage in discussion with one or more people in a familiar situation, making

ESOL: Entry 3: Profile grid for engage in discussion

Curriculum reference		Emerging	Consolidating	Established
Sd/E3. 1a	Take part in social interaction	Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a social situation	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for social interaction
Sd/E3. 1b	Take part in more formal interaction	Hesitancy Poor pronunciation Limited grammatical structure Limited range of vocabulary as appropriate for a formal situation	Some hesitation Pronunciation reasonably clear Structures mainly correct Some good use of appropriate vocabulary but needs expansion in some areas	Little hesitation Clear pronunciation Correct use of structures Vocabulary appropriate for formal interaction
Sd/E3. 1c	Express feelings, likes and dislikes	Many inaccuracies of structure Vocabulary limited for the task and level	Some inaccuracies of structure Vocabulary largely adequate for the task but needs expansion in some areas	Correct use of structures Vocabulary satisfactory for the task
Sd/E3. 1d	Express views and opinions	Poor use of polite intonation Difficulties in accommodating unpredictability in interactions	Some use of intonation Reasonable use of modal verbs	Good use of polite intonation Good use of modal verbs
Sd/E3. 1e	Make suggestions/give advice	Some difficulty in use of modal		
Sd/E3. 1f	Make arrangements/make plans			

ESOL: Level 1: Diagnostic grid for listen and respond – explanations, instructions, narratives and presentations

Name:

Date:

LEVEL 1

At this level adults will be expected to:

- listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

Lr/L1.1a	Extract information from texts of varying lengths, e.g. on radio, TV or in presentations
Lr/L1.1b	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond
Lr/L1.2a	Listen to an explanation or narrative
Lr/L1.2b	Listen and respond, adapting to speaker, medium and context
Lr/L1.2c	Understand spoken instructions
Lr/L1.2d	Listen for grammatical detail
Lr/L1.2e	Listen for phonological detail
Lr/L1.3a	Use strategies to clarify and confirm understanding
Lr/L1.4a	Provide feedback and confirmation when listening to others
Lr/L1.5a	Respond to questions on a range of topics
Lr/L1.6d	Recognise features of spoken language

ESOL: Level 1: Profile grid for listen and respond – explanations, instructions, narratives and presentations

Curriculum reference		Emerging	Consolidating	Established
Lr/L1.1a	Extract information from texts of varying lengths, e.g. on radio, TV or in presentations	Little recognition of key words and phrases	Some recognition of key words and phrases	Good recognition of key words and phrases
Lr/L1.1b	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Does not appear to differentiate between gist and detail in extracting what is general from the specific	Is able to reasonably understand the gist of the explanation with some gaps Can identify some specific points of detail	Has wholly understood gist of explanation Can identify detail from the narrative or explanation as appropriate for the level
Lr/L1.2a	Listen to an explanation or narrative	Little identification of detail as appropriate for the level Poor use of body language and facial expression in response to speaker	Reasonable use of body language, facial expression and eye contact to show engagement in the exchange and response to the speaker	Good use of body language, eye contact, facial expression, contextualisation cues and responses to maintain engagement
Lr/L1.2b	Listen and respond, adapting to speaker, medium and context	Little response to detail in instructions and use of prepositional phrases Little understanding of order	Some response to detail in instructions and use of prepositional phrases Some understanding of order	Good response to detail in instructions and use of prepositional phrases Good understanding of order
Lr/L1.2c	Understand spoken instructions	Little identification of key grammatical features appropriate for the level Little identification of stress to aid word recognition	Some identification of key grammatical features appropriate for the level Some identification of stress to aid word recognition	Good identification of key grammatical features appropriate for the level Good identification of stress to aid word recognition
Lr/L1.2d	Listen for grammatical detail	Little identification of key grammatical features appropriate for the level Little identification of stress to aid word recognition	Some identification of key grammatical features appropriate for the level Some identification of stress to aid word recognition	Good identification of key grammatical features appropriate for the level Good identification of stress to aid word recognition
Lr/L1.2e	Listen for phonological detail	Little identification of key grammatical features appropriate for the level Little identification of stress to aid word recognition	Some identification of key grammatical features appropriate for the level Some identification of stress to aid word recognition	Good identification of key grammatical features appropriate for the level Good identification of stress to aid word recognition
Lr/L1.3a	Use strategies to clarify and confirm understanding	Does not demonstrate range of strategies to aid clarification Little use of appropriate interruption strategies Does not confirm own understanding	Some demonstration of range of strategies to aid clarification Some use of appropriate interruption strategies Some confirmation of own understanding	Demonstrates range of strategies to aid clarification Good use of appropriate interruption strategies Confirms own understanding
Lr/L1.4a	Provide feedback and confirmation when listening to others	Does not demonstrate range of strategies to aid clarification Little use of appropriate interruption strategies Does not confirm own understanding	Some demonstration of range of strategies to aid clarification Some use of appropriate interruption strategies Some confirmation of own understanding	Demonstrates range of strategies to aid clarification Good use of appropriate interruption strategies Confirms own understanding

ESOL: Level 1: Diagnostic grid for listen and respond – conversations and discussions

Name:

Date:

LEVEL 1

At this level adults will be expected to:

-

ESOL: Level 1: Profile grid for listen and respond – conversations and discussions

Curriculum reference	Emerging	Consolidating	Established
Lr/L1.1b	<p>Little recognition of purpose or context of information</p> <p>Little use of range of markers including positive response markers</p>	<p>Some recognition of purpose or context of information</p> <p>Some use of range of markers including positive response markers</p>	<p>Good recognition of purpose or context of information</p> <p>Good use of range of markers including positive response markers</p>
Lr/L1.2b	<p>Listen and respond, adapting to</p> <p>Little identification of different forms</p>	<p>Some identification of different forms</p>	<p>Good (ent forms)</p>

ESOL: Level 1: Profile grid for listen and respond – conversations and discussions (continued)

Curriculum reference		Emerging	Consolidating	Established
Lr/L 1. 6c	Follow and participate in a discussion	Little recognition of fact or opinion, inference, level of formality and expressed feelings	Some recognition of fact or opinion, inference, level of formality and expressed feelings	Good recognition of fact or opinion, inference, level of formality and expressed feelings
Lr/L 1. 6d	Recognise features of spoken language	Little awareness of features of spoken discourse as appropriate to level	Some awareness of features of spoken discourse as appropriate to level	Good awareness of features of spoken discourse as appropriate to level

ESOL: Level 1: Diagnostic grid for speak to communicate

Name:

Date:

LEVEL 1

- At Level 1, it should be possible for the learner to communicate fluently and be understood clearly in both straightforward conversation and the communication of more complex concepts or ideas, although there may be an increase in errors or a reduction in fluency as the conversation becomes more complex.
- It should be less necessary at this level for the conversation partner to ask questions or give prompts, although consideration still needs to be given to individual differences in confidence or familiarity with the situation.

At this level adults will be expected to:

- speak to communicate information, ideas and opinions, adapting speech and content
- or

ESOL: Level 1: Profile grid for speak to communicate

Curriculum reference		Emerging	Consolidating	Established
Sc/L1.1a	Use appropriate speed, rhythm and intonation (use stress for emphasis, articulate stressed/unstressed syllables, use intonation to add meaning and interest)	Jerky speech patterns Hesitations Inappropriate use of stress for emphasis Inappropriate rising and falling intonation patterns	Reasonable fluency Some hesitations Showing good use of stress for emphasis mainly in correct places Use of rising and falling intonation	Very fluent speaker with little hesitation Correct use of stress for emphasis Consistent use of rising and falling intonation
Sc/L1.1a Sc/L1.1b	Pronounce words correctly and unambiguously (place word stress correctly in multi-syllable words, assimilate or elide sounds in connected speech)	Inaccuracies of pronunciation making understanding difficult	Few inaccuracies of pronunciation	Clear pronunciation
Sc/L1.3	Make statements of fact, give factual accounts, narrate events in the past, give explanations, describe and compare, using grammar suitable for the level	Inaccuracies of structure making understanding difficult Does not present information using range of tenses for this level	Few inaccuracies of pronunciation Use of the range of tenses with some inaccuracies	Few inconsistencies of grammar Presents information using the range of tenses with few errors
Sc/L1.4	Present information and ideas in a logical sequence, including detail and developing ideas	Information disjointed Difficulty in developing ideas and detail	Some of the information is presented in a logical sequence showing development of ideas and detail	Most of the information is presented in a logical sequence Detail and ideas are well developed and expressed correctly
Sd/L1.1c Sd/L1.2a	Express likes and dislikes, feelings, wishes and hopes, views and opinions (express a range of ideas within an opinion, justify opinion, give opinion as appropriate)	Expresses very little personal opinion and feelings Cannot support opinions expressed by justifying ideas	Expresses some opinion and feeling supported by statements showing a reasonable range of vocabulary	Expresses opinion and feelings which are supported with a range of ideas Expressed showing a good range of vocabulary
Sc/L1.3	Make statements of fact, give factual accounts, narrate events in the past, give explanations, describe and compare, using grammar suitable for the level	Inaccuracies of structure making understanding difficult Does not present information using range of tenses for this level	Few inaccuracies of pronunciation Use of the range of tenses with some inaccuracies	Few inconsistencies of grammar Presents information using the range of tenses with few errors

ESOL: Level 1: Diagnostic grid for engage in discussion

Name:

Date:

LEVEL 1

At this level adults will be expected to:

- engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

Sd/L1.1a Take part in social interaction

Sd/L1.1b Take part in more formal interactions

Sd/L1.1c Express likes, dislikes, feelings, hopes, etc.

Sd/L1.2a Express views and opinions

Sd/L1.2b Give advice, persuade, warn, etc.

Sd/L1/2c Plan action with other people

Sd/L1.3a Involve other people in a discussion

Sd/L1.4a Use appropriate phrases for interruption

ESOL: Level 1: Profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
Sd/L1.1a	Take part in social interaction	Some awareness of changes in register between speakers when performing introductions, taking leave, inviting, accepting or refusing invitations	Good awareness of changes in register between speakers when performing introductions, taking leave, inviting, accepting or refusing invitations
Sd/L1.1b	Take part in more formal interactions	Copes with the range of situations Some use of intensifiers and appropriate intonation	Copes with the range of situations Good use of intensifiers and appropriate intonation
Sd/L1.1c	Express likes, dislikes, feelings, hopes, etc.	Some inaccuracies of structure Vocabulary largely adequate for the task but needs expansion in some areas	Correct use of structures Vocabulary satisfactory for the task
Sd/L1.2a	Express views and opinions	Some use of intonation	Good use of intonation
Sd/L1.2b	Give advice, persuade, warn, etc.	Reasonable use of modal verbs	Good use of modal verbs
Sd/L1/2c	Plan action with other people		
Sd/L1.3a	Involve other people in a discussion	Some involvement of other speakers Some requests for advice and	Good involvement of other speakers
	Little involvement of other speakers Does not ask for advice and guidance		

ESOL: Level 2: Diagnostic grid for listen and respond – explanations, instructions, narratives and presentations

Name:

Date:

LEVEL 2

At this level adults can:

- listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

Lr/L2.1a	Extract information from extended texts in a non-face-to-face context, e.g. radio, presentations
Lr/L2.1b	Extract information from extended explanations face-to-face or on the telephone, and respond
Lr/L2.2a	Listen to a narrative or conversation
Lr/L2.2b	Listen and respond, adapting to speaker, medium and context

ESOL: Level 2: Profile grid for listen and respond – explanations, instructions, narratives and presentations

Curriculum reference	Emerging	Consolidating	Established			
Lr/L2.1a	Extract information from extended texts in a non face-to-face context, e.g. radio, presentations	Little recognition of key words and phrases as appropriate to level	Some recognition of key words and phrases as appropriate to level	Good recognition of key words and phrases as appropriate to level		
Lr/L2.1b	Extract information from extended explanations face-to-face or on the telephone, and respond	Does not extract information for intended purpose or recognise discourse markers	Does not demonstrate turn-taks, insd8dio, plevelhrkeextvTw429 Te	Extracts some information for intended purpose and recognises discourse markers	Extracts information for intended purpose and recognises discourse markers	Extracts information for intended purpose and recognises discourse markers

ESOL: Level 2: Diagnostic grid for listen and respond – conversations and discussions

Name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
LEVEL 2	At this level adults will be expected to:			
	<ul style="list-style-type: none"> listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context 			
Lr/L2.1a	Extract information from extended texts in a non face-to-face context, e.g. radio, presentations			
Lr/L2.1b	Extract information from extended explanations face-to-face or on the telephone and respond			
Lr/L2.2a	Listen to a narrative or conversation			
Lr/L2.2b	Listen and respond, adapting to speaker, medium and context			
Lr/L2.d	Listen for grammatical detail			
Lr/L2.2e	Listen for phonological detail			
Lr/L2.3a	Respond to detailed or extended questions on a range of topics			
Lr/L2.4a	Follow and participate in a discussion or conversation			
Lr/L2.4b	Recognise features of spoken language			

ESOL: Level 2: profile grid for listen and respond – conversations and discussions

Curriculum reference	Emerging	Consolidating	Established
Lr/L2.1a	Extract information from extended texts in a non-face-to-face context, Little recognition of purpose or context of information	Some recognition of purpose or context of information	Good recognition of purpose or context of information

ESOL: Level 2: Diagnostic grid for speak to communicate

Name:

Date:

LEVEL 2

- At Level 2, it should be possible for the learner to communicate fluently and be understood clearly in both straightforward conversation and the communication of more complex concepts or ideas.
- It should be less necessary at this level for the conversation partner to ask questions or give prompts, although consideration still needs to be given to individual differences in confidence or familiarity with the situation.

At this level adults will be expected to:

- speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

Sc/L2.1a Use stress and intonation to convey meaning and nuances of meaning clearly

Sc/L2.1b Articulate the sounds of English in connected speech (place words stress correctly in multi-syllable words, assimilate or elide sounds in connected speech)

Sc/L2.4 Make statements of fact, give factual accounts, narrate events in the past, give explanations, describe and compare, using grammar suitable for the level

Sc/L2.5 Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

Sd/L2.2c Express feelings, wishes and hopes, views and opinions (express feelings and opinions in a range of ways, speculate and make deductions, express possibilities and hypotheses)

ESOL: Level 2: Profile grid for speak to communicate

Curriculum reference		Emerging	Consolidating	Established
Sc/L2.1a	Use stress and intonation to convey meaning and nuances of meaning clearly	Jerky speech patterns Hesitations Inappropriate use of stress for emphasis Inappropriate rising and falling intonation patterns	Reasonable fluency Some hesitations Showing good use of stress for emphasis mainly in correct places Use of rising and falling intonation	Very fluent speaker with little hesitation Correct use of stress for emphasis Consistent use of rising and falling intonation
Sc/L2.1b	Articulate the sounds of English in connected speech (place words stress correctly in multi-syllable words, assimilate or elide sounds in connected speech)	Inaccuracies of pronunciation making understanding difficult	Few inaccuracies of pronunciation	Clear pronunciation
Sc/L2.4	Make statements of fact, give factual accounts, narrate events in the past, give explanations, describe and compare, using grammar suitable for the level	Structure inaccurate for the task and impedes understanding Shows limited use of the range of tenses at this level Information is presented in illogical or disjointed way Information is not developed and supported by further detail	Some of the information is presented in a logical sequence showing development of ideas and detail Reasonable pronunciation Vocabulary reasonably expansive but needs development in some areas. Little hesitancy Fairly fluent communication Little hesitancy Some inaccuracies of structure using the range of tenses at this level	Few inconsistencies of grammar Structure wholly appropriate for the task Vocabulary extensive and well developed Shows good and consistent use of the range of tenses at this level Most of the information is presented in a logical sequence Detail and ideas are well developed and expressed correctly
Sc/L2.5	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding	Expresses very few personal opinions or feelings Cannot support opinions expressed by justifying ideas	Expresses some opinion and feelings supported by statements showing a reasonable range of vocabulary	Expresses opinion and feelings which are supported with a range of ideas Expressed showing a good range of vocabulary
Sc/L2.2c	Express feelings, wishes and hopes, views and opinions (express feelings and opinions in a range of ways, speculate and make deductions, express possibilities and hypotheses)	Expresses very few personal opinions or feelings Cannot support opinions expressed by justifying ideas	Expresses some opinion and feelings supported by statements showing a reasonable range of vocabulary	Expresses opinion and feelings which are supported with a range of ideas Expressed showing a good range of vocabulary

ESOL: Level 2: Diagnostic grid for engage in discussion – conversations and discussions

Name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
LEVEL 2				
At this level adults will be expected to:				
<ul style="list-style-type: none"> engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic 				
Sd/L2.1a	Make relevant contributions and help to move discussions forward			
Sd/L2.2a	Take part in social interaction			
Sd/L2.2b	Take part in more formal interaction			
Sd/L2.2c	Express views, opinions, feelings, wishes			
Sd/L2.2d	Persuade, warn, rebuke, etc.			
Sd/L2.3a	Use appropriate phrases for interruption and change of topic			
Sd/L2.4a	Support opinions and arguments with evidence			
Sd/L2.5a	Use strategies intended to reassure, e.g. body language and appropriate phraseology			

ESOL: Level 2: Profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established	
Sc/L2.1a	Make relevant contributions and help to move discussions forward	Little demonstration of productive contributions which help to move discussion to a conclusion Little use of discourse markers to link contributions of other speakers	Some demonstration of productive contributions which help to move discussion to a conclusion Some use of discourse markers to link contributions of other speakers	Demonstrates productive contributions which help to move discussion to a conclusion Good use of discourse markers to link contributions of other speakers
Sd/L2.2a	Take part in social interaction	Does not initiate and sustain social	Shows some initiation and ability to	Initiates and sustains social

Free writing marking checklist

Name: Date:

ENTRY 1

Curriculum elements

Tick the appropriate column

		<i>Tick the appropriate column</i>		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/E1.1a	Compose very simple text to communicate ideas or basic information			
Ws/E1.1	Construct a simple sentence using basic word order and verb form (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)			
Ws/E1.2	Punctuate a simple sentence with a capital letter and a full stop			
Ws/E1.3	Use a capital letter for personal pronoun 'I'			
Ww/E1.1	Spell correctly some personal key words and familiar words			
Ww/E1.1b	Use knowledge of basic sound–letter correspondence and letter patterns to aid spelling			
Ww/E1.2	Write the letters of the alphabet using upper and lower case			

Free writing marking checklist – Entry 2

Name:		Date:		
ENTRY 2		Curriculum elements		
		<i>Tick the appropriate column</i>		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/E2.1a	Compose simple text (e.g. with some logical and/or grammatical connection between sentences or ideas)			
Ws/E2.1	Construct simple and compound sentences using grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)			
Ws/E2.2	Use adjectives (e.g. to describe people, places, feelings or objects, including comparative forms)			
Ws/E2.3	Use punctuation correctly (e.g. capital letters, full stops and question marks)			
Ws/E2.4	Use a capital letter for proper nouns			
Ww/E2.1a	Spell correctly the majority of personal details and familiar common words			
Ww/E2.1b	Use knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings			
Ww/E2.2	Produce legible text			

Name: Date:

Tick the appropriate column

Emerging Consolidating Established

Wt/E3.1 Plan and draft writing

Wt/E3.2

Free writing marking checklist – Level 1

Name:		Date:		
LEVEL 1		Curriculum elements		
		<i>Tick the appropriate column</i>		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/L1.1	Plan and draft writing			
Wt/L1.2	Judge how much to write and the level of detail to include			
Wt/L1.3	Present information in a logical sequence, using paragraphs where appropriate			
Wt/L1.4	Use language suitable for purpose and audience			
Wt/L1.5	Use format and structure for different purposes			
Wt/L1.7	Proof-read and revise writing for accuracy and meaning			
Ws/L1.1a	Write using complex sentences (see the <i>Adult ESOL Core Curriculum</i> for details of sentence types suitable for the level)			
Ws/L1.2	Use correct grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)			
Ws/L1.3	Punctuate sentences correctly, and use punctuation so that meaning is clear			
Ww/L1.1	Spell correctly words used most often in work, studies and daily life			
Ww/L1.2	Produce legible text			



Free writing marking checklist – Level 2

Name:		Date:		
LEVEL 2		Curriculum elements		
		<i>Tick the appropriate column</i>		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/L2.1	Plan and draft writing			
Wt/L2.2	Judge how much to write and the level of detail to include			
Wt/L2.3	Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate			
Wt/L2.4	Use format and structure to organise writing for different purposes			
Wt/L2.5	Use formal and informal language appropriate to purpose and audience			
Wt/L2.6	Use different styles of writing for different purposes, e.g. <i>persuasive techniques, supporting evidence, technical vocabulary</i>			
Wt/L2.8	Proof-read and revise writing for accuracy and meaning			
Ws/L2.1	Construct complex sentences (see the <i>Adult ESOL Core Curriculum</i> for details of sentence types suitable for the level)			
Ws/L2.2	Use correct grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)			
Ws/L2.3	Use pronouns so that their meaning is clear			
Ws/L2.4	Punctuate sentences correctly, and use punctuation accurately			
Ww/L2.1	Spell correctly words used most often in work, studies and daily life			
Ww/L2.2	Produce legible text			

ESOL – diagnosis of writing needs

These notes give samples of writing at each level, with a completed diagnostic grid and a commentary for each sample. They are intended for guidance on how the analysis of writing and the information on the diagnostic grid can be used to help the tutor and the learner decide on the objectives to be included in the ILP (Individual Learning Plan).

The diagnostic grids for each level include the component skills which can be assessed by analysing the final product of the writing task. However, there are some aspects of writing which cannot be readily assessed in the context of a short piece of text produced in an assessment session. Such aspects, which are mainly to do with the processes of writing, need to be assessed by observation of the learner when planning, revising and editing, and by discussion with the learner about the way in which s/he normally does this.

Although the assessment task should provide a good basis for beginning an ILP, it is important that diagnosis of writing is ongoing. A short piece of writing is unlikely to provide evidence of need in all areas of the writing curriculum, and consideration also needs to be given to assessing performance with writing done for other purposes and other audiences. If possible, this should include analysis of the learner's writing in real-life, study or work situations. If the learner is not currently doing any writing outside the English class, this ongoing analysis needs to be done in the context of class activities.

Writing samples

This table shows the meaning of each of the three categories on the diagnostic grid, and the action to be taken.

	<i>Meaning</i>	<i>Action</i>
Emerging	The learner shows little or no evidence of having skills in this area	Investigate at the level below
Consolidating	The learner has some skills in this area, but they are not yet secure	Needs to be included in the learner's individual learn75(5:EmergingThe leardoee ar In

I am from Iraq. just different
form England. There is I'm
happy but I study college Thats
it. but my country is hot. All
my family live in The England.
father, brother my sister. I like
study in This college

Entry 1 – diagnostic grid completed by tutor

Tick the appropriate column

ENTRY 1

Emerging

Consolidating

Established

Wt/E1.1 Compose very simple text to

Commentary on Entry 1 script

Wt/E1.1 <i>Compose very simple text</i>	C	Basic information has been communicated, and the sentences are connected by their meaning – although there is some lack of clarity in <i>There is I'm happy</i> as it is not entirely clear whether this refers to Iraq or England.
Ws/E1.1 <i>Construct simple sentence</i>	C	<p>There is evidence of correct simple sentence structure, e.g. <i>I am from Iraq.</i> <i>All my family live in The England.</i></p> <p>However, there are also incomplete sentence fragments, e.g. <i>just different form England.</i> <i>father, brother my sister.</i></p> <p>There are examples of correct use of grammatical forms which are part of the Entry 1 curriculum, such as present tense of the verb <i>to be</i> and other verbs, contracted forms, personal pronouns, demonstratives and quantifiers. There are also areas where work appears to be needed, such as use of present continuous and use of <i>there is</i>.</p>
Ws/E1.2 <i>Punctuate sentence</i>	eM	Full stops are used correctly in some places, incorrectly in others. Apart from <i>I</i> , the only capital letters at the beginning of sentences are the letter <i>T</i> . This letter is incorrectly capitalised in other places, and it is possible that this is a handwriting issue (see below).
Ws/E1.3 <i>Use capital letter for pronoun 'I'</i>	E	Correctly capitalised for each occurrence.
Ww/E1.1 <i>Spell some personal key words and familiar words</i>	E	There do not appear to be any significant spelling problems. The only error is <i>form</i> instead of <i>from</i> , but the word is spelt correctly elsewhere, so this may be a slip which the learner could have corrected himself.
Ww/E1.2 <i>Write upper and lower case letters</i>	C	The writing has been re-designed to protect the learner's identity. There appeared to be some problems with the letter <i>t</i> which always looked like a capital letter at the beginning of words, although it was lower case in other positions.

Conclusions and next steps

This learner is clearly working within Entry 1 for writing. Her/his writing suggests that s/he still has aspects to consolidate in all areas, apart from spelling and capitalisation of the pronoun 'I'.

Specific areas to be included on the ILP will depend on the learner's situation and needs. At this level, all areas are basic and need to be worked on to give a foundation in writing skills and grammatical accuracy. This learner appears to have a particular weakness in sentence structure and sentence punctuation, which suggests that s/he may need to work on the concept of a sentence.

I a A a a.
I v . L
v , v
H .
a a v .
I a v 3 a a .
a a a a
a v
a A a a. I v ,
a a E I
.

Entry 2 – diagnostic grid completed by tutor

ENTRY 2		Tick the appropriate column		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/E2.1a	Compose simple text (e.g. with some logical and/or grammatical connection between sentences or ideas)			✓
Ws/E2.1	Construct simple and compound sentences using grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)		✓	
Ws/E2.2	Use common adjectives (e.g. to describe people, places, feelings or objects, including comparative forms)		✓	
Ws/E2.3	Use punctuation correctly (e.g. capital letters, full stops and question marks)	✓		
Ws/E2.4	Use a capital letter for proper nouns		✓	
Ww/E2.1a	Spell correctly the majority of personal details and familiar common words			✓
Ww/E2.2	Produce legible text		✓	



Conclusions and next steps

The next steps would depend on the learner's situation and needs. The actual content of the ILP for writing would be decided in negotiation with the learner. For example, if she is learning along with others in an Entry 2 class, she is clearly not going to have any problems with Entry 2 work in writing. However, it would be important to investigate further the one area where she may not be at Entry 2, which is in the formation of upper and lower case letters and the use of capitalisation.

For spelling, the tutor has ticked the 'Established' column, as the learner does not appear to have problems with familiar common words. The suggestion is that in areas which are 'Established', the learner's skills should be assessed against the standards of the next level. In this case, however, where the learner is clearly working within Entry 2 for most aspects of writing, this would not be of any benefit. However, if she has specifically stated that she wishes to improve her spelling, it might then be useful to analyse her spelling against the Entry 3 criteria.

My name is Anne-Marie, I 'm twenty three years old, I 'm from France where I was born. I went to school there primary and secondary then I started to work in the factory. and sometimes late I worked in the shop.

Here in England you have many opportunities to have a good job and feel better; you have human rights, you every time someone to speak about your problem. I live there with my friend, after the English classes I will like to do informatique of technology.

in England you melting pot community so that you can know many ways of life. I hope to live here long time, get mariage and children.

Entry 3 – diagnostic grid completed by tutor

ENTRY 3		Tick the appropriate column		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/E3.2	Plan and draft writing		✓	
Wt/E3.3a	Sequence chronological writing through the use of discourse markers and conjunctions		✓	
Ws/E3.1a	Write using complex sentences (see the <i>Adult ESOL Core Curriculum</i> for details of sentence types suitable for the level)	✓		
Ws/E3.2	Use correct basic grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)		✓	
Ws/E3.3	Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks		✓	
Ww/E3.1	Spell correctly common words and relevant key words		✓	
Ww/E3.2	Produce legible text			✓

Commentary on Entry 3 script *(continued)*

Ww/E3.1 <i>Spell correctly common words and key words</i>	C	Spelling errors appear to be the result of interference from French (<i>informatique, mariage</i>). Elsewhere, common words are spelt correctly, and there are examples of correct spelling of more complex words (<i>opportunities, community</i>).
Ww/E3.2 <i>Produce legible text</i>	E	The writing has been redesigned to protect the learner's identity. Handwriting was clear and legible.

Conclusions and next steps

The next steps would depend on the learner's situation and needs. The actual content of the ILP for writing would be decided in negotiation with the learner. For example, if she is learning along with others in an Entry 3 class, she is clearly not going to have any problems with Entry 3 work in writing. However, there is one area where she does not meet the criteria for Entry 2, which is in the correct use of compound sentences. She needs to be secure in this area to provide a foundation for moving on to the use of complex sentences, and this therefore needs to be a priority on the ILP.

As mentioned in the commentary, it would be useful to investigate punctuation further, either by using the Literacy Entry 3 punctuation task, or by analysing other examples of the learner's writing. The comma splices in the text appear to be linked with the problems with sentence structure, but more evidence is needed for a full analysis of punctuation needs.

My favourite TV programmes are live football matches, the Top of the pops, science documentary programmes and some films.

I love watching football matches. When I am watching any matches in TV specially when it is live I feel myself very happy. I enjoy watching it. I feel that I am playing with them, I kick the ball before the player kick it and I tackle before the players rich the ball and also I score the goal with a best action. All these feeling happen to me when I am watching live football matches because I use to play football in my contry and nothing more enjoyable than playing football for me.

The second programme is watching Top of the pops. It is very interesting for me to know which music is number one and which on is in the chart. I see new singers and new songs, some funny songs and some very nice songs. I follow the Top of the pops every Friday at 7.00 pm.

I like to see science programme about the earth, animals, stars and many other things about this world. I learn many things from this sort of films. I enjoy this sort of programmes very much.

I look for the good films in TV magazines and I ask about the films. I like the historic films like Gladiator and documentary films and some comedy films.

Level 1 – diagnostic grid completed by tutor

LEVEL 1		Tick the appropriate column		
		<i>Emerging</i>	<i>Consolidating</i>	<i>Established</i>
Wt/L1.3	Present information in a logical sequence, using paragraphs where appropriate		✓	
Ws/L1.1a	Write using complex sentences (see the <i>Adult ESOL Core Curriculum</i> for details of sentence types suitable for the level)	✓		
Ws/L1.2	Use correct grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)		✓	
Ws/L1.3	Punctuate sentences correctly, and use punctuation so that meaning is clear		✓	
Ww/L1.1	Spell correctly words used most often in work, studies and daily life		✓	
Ww/L1.2	Produce legible text	✓		

Commentary on Level 1 script

Wt/L1.3

Commentary on Level 1 script *(continued)*

Ww/L1.1 <i>Spell correctly</i>	C	Spelling errors are infrequent (<i>documentry, rich</i>). There are words which are spelt correctly in one place but incorrectly in another, which suggests an editing lapse rather than lack of knowledge of the correct spelling (<i>football/footbal, all/Al, one/on</i>). The learner could be asked to correct these to ascertain whether there is a need for better editing or a spelling problem.
Ww/L1.2 <i>Produce legible text</i>	eM	The writing has been redesigned to protect the learner's identity. The handwriting was legible, but was not very consistent in the size or formation of letters, and most letters were not joined up. The learner would probably benefit from some handwriting practice.

Conclusions and next steps

This learner is working within Level 1 in most aspects of writing apart from handwriting, where some more basic practice would be beneficial. The next steps would depend on the learner's situation and needs. The actual content of the ILP for writing would be decided in negotiation with the learner.

On the evidence of this piece of writing, he needs to work on extending and consolidating the range of sentence types, vocabulary and grammatical forms used. In particular, complex sentence structure is not secure; there are examples of correct use of relative clauses, but there are other places where short, simple sentences are used when more complex sentences would make the writing more fluent.

If the learner currently writes for either work or study purposes, useful information could be gained by looking at some examples of writing done for a real-life purpose, and by discussing with the learner which aspects he feels he most needs to improve.



Level 2 – diagnostic grid completed by tutor

LEVEL 2		Tick the appropriate column		
		Emerging	Consolidating	Established
Wt/L2.3	Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate		✓	
Ws/L2.1	Construct complex sentences (see <i>Adult ESOL Core Curriculum</i> for details of sentence types suitable for the level)		✓	
Ws/L2.2	Use correct grammar suitable for the level (see list of grammar forms in the <i>Adult ESOL Core Curriculum</i>)		✓	
Ws/L2.3	Use pronouns so that their meaning is clear			✓
Ws/L2.4	Punctuate sentences correctly, and use punctuation accurately		✓	
Ww/L2.1	Spell correctly words used most often in work, studies and daily life		✓	
Ww/L2.2	Produce legible text		✓	

Commentary on Level 2 script

Wt/L2.3
*Present
information
in logical or
persuasive
sequence*

- C The text has a logical structure which uses the events of Mandela's life as a framework for the expression of the writer's views. The first paragraph introduces the subject, and the final paragraph summarises the writer's message.

In some places, the connection between sentences could be strengthened to make the meaning and the message clearer. For example, the final sentence of paragraph 3 needed more connection to the previous one to strengthen the contrast between what people wanted Mandela to do and what he actually did

Commentary on Level 2 script (continued)

<p>Ww/L2.1 <i>Spell correctly words used most often</i></p>	<p>C</p>	<p>There are some spelling errors in words with double consonants (<i>finaly, oppresed, actualy</i>). There is also an error in <i>beleive/beleif</i>. Some other quite complex words are correctly spelt, e.g. <i>integrity, adversary</i>.</p> <p>As with the grammatical errors, it would be useful to see if the learner can correct these. If he is unable to do so, revision of relevant spelling rules needs to be included on the ILP.</p>
<p>Ww/L2.2 <i>Produce legible text</i></p>	<p>C</p>	<p>The writing has been redesigned to protect the learner's identity.</p> <p>Handwriting was legible, although with some effort in parts. For informal purposes, it would probably not be a problem. However, for formal writing which needs to be handwritten, it would not give a good impression.</p>

Conclusions and next steps

Skills for Life

ESOL interview

Learner information – please complete sections as appropriate.

Name:

Contact details:

Phone number (if appropriate):

Education/training provider:

Provider contact details:

Phone number:

Assessor:

Date of interview:

Initial assessment/screening result:

Literacy/Numeracy/ESOL training course:

Date of diagnostic assessment:

(if different from interview)

Guidance

(Aimed at inexperienced ESOL practitioners or non-ESOL practitioners who need to conduct initial assessment interviews with ESOL learners.)

Introduction

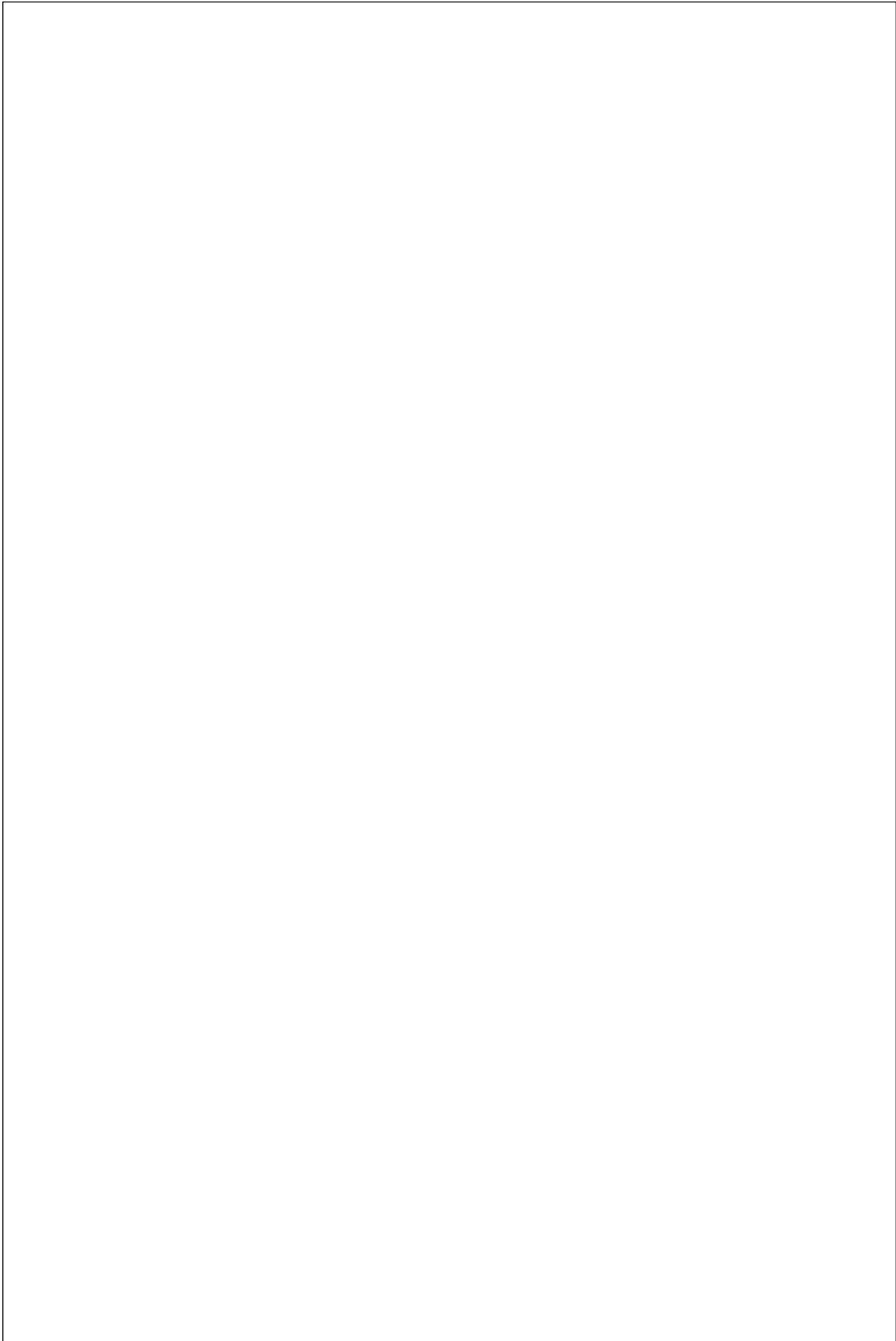
Common purposes for conducting an initial assessment interview with ESOL learners include:

- identifying the level of English proficiency of individuals from non-English speaking backgrounds for the purpose of referring/placing them in appropriate provision within an institution
- ensuring that placement is against the national standards and ESOL curriculum levels
- gaining information about the learners which will facilitate enrolment, help place them in

Exchange of information

In addition to helping to identify the level of English proficiency, the initial interview is an opportunity to gain important information relating to the learner's aspirations, childcare needs, times when s/he is able to attend, disabilities, special requirements (e.g. women-only classes) all of which may affect the placement. Where the learner's level of English permits it, the initial interview is also an important opportunity for her/him to ask questions about the institution, the learning programme, etc.

Except with real beginners, the interviewer can give basic information about the way English is taught



Individual learning plan

Individual learning plan

Name: Date of Interview:

Initial Assessment results

	Reading		Level:
	Spelling		Level:
Literacy/Language	Punctuation		Level:
	Speaking		Level:
	Listening		Level:
Numeracy	Score		Level:
Date of assessment: / /			

Notes on interview and Initial Assessment
Oral communication notes:

Individual support needs/requirements:
Learning style information:

Total number of learning hours for duration of ILP	hours
Literacy	hours
Numeracy	hours
ESOL	hours

Long-term goals

Short-term goals

Targets

By Date

Specific Skills
Curriculum

Achieved

Individual learning plan

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

Individual learning plan

Date	Work done	Learner's Comments

Individual learning plan

Individual learning plan

What do you feel you have gained from this course?

Accreditation:

Learner recording pro forma

ESOL assessment learner record – Speaking and listening

Learner name:

Entry 1		Entry 2		Entry 3S1 -11 I							
ref.	task	date	result	ref.	task	date	result	ref.	task	date	result
Lr/E1.1	Lr/E2.1		Lr/E3.1	Lr/L1.1			Lr/L2.1				
Lr/E1.2	Lr/E2.2		Lr/E3.2	Lr/L1.2			Lr/L2.2				
Lr/E1.3	Lr/E2.3		Lr/E3.3	Lr/L1.3			Lr/L2.3				
Lr/E1.4	Lr/E2.4		Lr/E3.4	Lr/L1.4			Lr/L2.4				
Lr/E1.5	Lr/E2.5		Lr/E3.5	Lr/L1.5							
	Lr/E2.6		Lr/E3.6	Lr/L1.6							
	Lr/E2.7		Lr/E3.7								
	Lr/E2.8										
Sc/E1.1	Sc/E2.1		Sc/E3.1	Sc/L1.1			Sc/L2.1				
Sc/E1.2	Sc/E2.2		Sc/E3.2	Sc/L1.2			Sc/L2.2				
Sc/E1.3	Sc/E2.3		Sc/E3.3	Sc/L1.3			Sc/L2.3				
Sc/E1.4	Sc/E2.4		Sc/E3.4	Sc/L1.4			Sc/L2.4				
							Sc/L2.5				
Sd/E1.1	Sd/E2.1		Sd/E3.1	Sd/L1.1			Sd/L2.1				
			Sd/E3.2	Sd/L1.2			Sd/L2.2				
				Sd/L1.3			Sd/L2.3				
				Sd/L1.4			Sd/L2.4				
							Sd/L2.5				

ESOL assessment learner record – Writing

