Tutor Instruction Manual – ESOL

Contents

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

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Speaking and listening		
Lr/E1.1	• 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	• 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	• 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	• 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	• Speak and listen in simple exchanges and everyday contexts	5a Recognise a speaker's feeling and attitude	Task 2 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		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	• 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	• 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	• 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	• 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 instructions	
		4d Give a description	Task 3 See Administration instructions
		4e Deal with another person's misunderstanding	
Sd/E1.1	• Speak and listen in simple exchanges and everyday contexts	1a Take part in social interaction	
		1b Take part in more formal interaction	
		1c Express likes and dislikes, feelings, etc.	Task 3 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Reading		
Rt/E1.1	• Follow a short narrative on a familiar topic or experience	1a Follow a short narrative on a familiar topic or experience	
		1b Obtain information from texts	Task 4
Rt/E1.2	• Recognise the different purposes of texts at this level	2a Recognise that the way a text looks can help predict its purpose	
Rs/E1.1	• Read and recognise simple sentence structures	1a Read and recognise simple sentence structures	
		1b Use punctuation and capitalisation to aid understanding	
Rw/E1.1	• Possess a limited, meaningful and sight vocabulary of words, signs and symbols	1a Recognise a limited number of words, signs and symbols	Task 4
Rw/E1.2	• Decode simple, regular words	2a Use knowledge of basic sound–letter correspondence to help sound out unfamiliar words	
Rw/E1.3	• Recognise the letters of the alphabet in both upper and lower case	3a Identify the letters of the alphabet in both upper and lower case	
		3b Recognise digits	
	Writing		
Wt/E1.1	• Use written words and phrases to record or present information	1a Compose very simple text to communicate ideas or basic information	Task 7
Ws/E1.1	• Construct a simple sentence	1a Construct a simple sentence, using basic word order and verb form	Task 6 Task 7
Ws/E1.2	• Punctuate a simple sentence with a capital letter and a full stop	2a Use basic punctuation to aid understanding of where sentences begin and end	Task 7
Ws/E1.3	• Use a capital letter for personal pronoun 'I'	3a Use basic punctuation to write about oneself	Task 7

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Ww/E1.1	• 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 Use knowledge of basic sound–letter correspondence and letter patterns to aid spelling	Task 7
		1c Develop strategies to aid spelling	Task 7
Ww/E1.2	• Write the letters of the alphabet using upper and lower case	2a Form the letters of the alphabet using upper and lower case	Task 5 Task 7
		2b Form digits	Task 5 Task 7

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Speaking and listening		
Lr/E2.1	• 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. *TV* or *radio*	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	• 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
		2d Listen for phonological detail	Task 2 See Administration instructions
Lr/E2.3	• Listen for and identify the main points of short explanations or presentations	3a Extract the main points when listening to presentations	Task 2 See Administration instructions
		3b Extract the main points of an explanation in a face-to-face situation and respond	Task 2 See Administration instructions
		3c Extract straightforward information for a specific purpose	Task 2 See Administration instructions
Lr/E2.4	• Listen to and follow short, straightforward explanations and instructions	4a Listen to, follow and respond to explanations, directions and instructions	Task 2 See Administration instructions
Lr/E2.5	• Respond to straightforward questions	5a Listen and respond to requests for action/permission	Task 2 See Administration instructions
		5b Respond to requests for information	Task 2 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Lr/E2.6	• 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	• Follow the gist of discussions	7a Follow the gist of discussions	Task 2 See Administration instructions
Lr/E2.8	• 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	• 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	• 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
		2d Ask for factual information (present, past, future)	Task 3 See Administration instructions
		2e Ask for directions and instructions	
		2f Ask for description of people, places and things	Task 3 See Administration instructions
Sc/E2.3	• Express clearly statements of fact and short accounts and descriptions	3a Express statements of fact	
		3b Give personal information	
		3c Give a short account	
		3d Give an explanation	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		3e Give directions and instructions	
		3f Give a short description	
Sc/E2.4	• Ask questions to clarify understanding	4a Ask for clarification and explanation	
Sd/E2.1	• 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	• 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	• Recognise the different purposes of texts at this level	2a Understand and identify the different purposes of short, straightforward texts	
Rt/E2.3	• Identify common sources of information	3a Identify a range of common sources of information where everyday information can be found	
Rt/E2.4	• 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	• Read and understand linking words and adverbials in instructions and directions, e.g. *next, then, right, straight on*	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	• Read and understand words on forms related to personal information, e.g. *first name, surname, address, postcode, age, date of birth*	1a Recognise words on forms related to personal information and understand explicit and implicit instructions	
Rw/E2.2	• Recognise high-frequency words and words with common spelling patterns	2a Recognise a range of familiar words and words with common spelling patterns	Task 6
Rw/E2.3	• Use phonic and graphic knowledge to decode words	3a Use context and a range of phonic and graphic knowledge to decode words	
Rw/E2.4	• Use a simplified dictionary to find the meaning of unfamiliar words	4a Obtain information from a simplified dictionary to find the meaning of unfamiliar words	
Rw/E2.5	• Use initial letters to find and sequence words in alphabetical order	5a Sequence words using basic alphabetical ordering skills	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Writing		
Wt/E2.1	• Use written words and phrases to record or present information	1a Compose simple text, selecting appropriate format for the purpose	Task 7
		1b Record information on forms	
Ws/E2.1	• Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. *as, and, but*	1a Construct simple and compound sentences using common conjunctions to connect two clauses, e.g. *as, and, but*	Task 7
Ws/E2.2	• Use adjectives	2a Use adjectives	Task 7
Ws/E2.3	• Use punctuation correctly, e.g. *capital letters, full stops and question marks*	3a Use punctuation correctly, e.g. *capital letters, full stops and question marks*	Task 7
Ws/E2.4	• Use a capital letter for proper nouns	4a Use a capital letter for proper nouns	Task 7
Ww/E2.1	• Spell correctly the majority of personal details and familiar common words	1a Spell correctly the majority of personal details and familiar common words	Task 7
		1b Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner	
		1c Develop strategies to aid spelling	
Ww/E2.2	• Produce legible text	2a Produce legible text	Task 7

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Speaking and listening		
Lr/E3.1	• Listen for and follow the gist of explanations, instructions and narratives in different contexts	1a Recognise context and predict meaning in a range of listening texts and oral interactions	Task 2 See Administration instructions
		1b Listen for the gist of information or narrative on radio or TV	Task 1 Task 2 See Administration instructions
		1c Listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone	Task 2 See Administration instructions
Lr/E3.2	• Listen for detail in explanations, instructions and narratives in different contexts	2a Listen for detail in narratives and explanations	Task 1 Task 2 See Administration instructions
		2b Listen for detail in a face-to-face situation or on the phone	Task 2 See Administration instructions
		2c Listen for detailed 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/E3.3	• Listen for and identify relevant information and new information from discussions, explanations and presentations	3a Listen for relevant and new information on radio, TV or in live presentations	Task 1 Task 2 See Administration instructions
		3b Listen for relevant and new information in face-to-face situations or on the phone	Task 2 See Administration instructions
Lr/E3.4	• Use strategies to clarify and confirm understanding, e.g. *facial expressions or gestures*	4a Clarify and confirm understanding through verbal and non-verbal means	Task 2 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Lr/E3.5	• 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	• Listen to and respond appropriately to other points of view	6a Recognise a variety of feelings expressed by another speaker	Task 2 See Administration instructions
		6b Listen to and respond appropriately to other points of view	Task 2 See Administration instructions
Lr/E3.7	• Follow and understand the main points of discussions on different topics	7a Listen for the gist of a discussion	Task 2 See Administration instructions
		7b Follow a discussion without actively participating e.g. *on TV*	Task 2 See Administration instructions
		7c Follow and participate in a discussion	Task 2 See Administration instructions
		7d Recognise features of spoken language	Task 2 See Administration instructions
Sc/E3.1	• Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	1a Use stress, intonation and pronunciation to be understood and to make meaning clear	Task 1 See Administration instructions
		1b Articulate the sounds of English to make meaning clear	Task 3 See Administration instructions
Sc/E3.2	• Use formal language and register when appropriate	2a Use formal language and register when appropriate	Task 3 See Administration instructions
Sc/E3.3	• Make requests and ask questions to obtain information in familiar and unfamiliar contexts	3a Make requests	Task 3 See Administration instructions
		3b Ask questions to obtain personal or factual information	Task 3 See Administration instructions
		3c Ask for directions, instructions or explanation	Task 3 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		3d Ask for descriptions of people, places and things	Task 3 See Administration instructions
Sc/E3.4	• 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	• 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	• 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

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Reading		
Rt/E3.1	• 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	• Recognise the different purposes of texts at this level	2a Understand and distinguish the different purposes of texts at this level	
Rt/E3.3	• Recognise and understand the organisational features and typical language of instructional texts, e.g. *use of imperatives and second person*	3a Identify the key organisational feature of instructional texts	
Rt/E3.4	• Identify the main points and ideas, and predict words from context	4a Extract the main points and ideas, and predict words from context	
Rt/E3.5	• Understand and use organisational features to locate information e.g. *contents, index, menus*	5a Locate organisational features, such as contents, index, menus, and understand their purpose	Task 6
		5b Use organisational features in a range of different sources	
Rt/E3.6	• Skim read title, headings and illustrations to decide if material is of interest	6a Skim read key textual features (title, headings and illustrations) for different purposes	
Rt/E3.7	• Scan texts to locate information	7a Scan different parts of the text to locate information	Task 6
Rt/E3.8	• Obtain specific information through detailed reading	8a Read every word to obtain specific information	Task 6

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Rt/E3.9	• 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	• Recognise the organisational features of instructional texts e.g. *use of imperatives, second person*	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	• Recognise the function of certain punctuation to aid understanding	2a Recognise the function of certain punctuation to aid understanding	
Rw/E3.1	• Recognise and understand relevant specialist key words	1a Recognise and understand relevant specialist key words	
Rw/E3.2	• Read and understand words and phrases commonly used on forms	2a Read and understand words and phrases commonly used on forms	
Rw/E3.3	• Use a dictionary to find the meaning of unfamiliar words	3a Use a dictionary to find the meaning of unfamiliar words	
Rw/E3.4	• 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	• 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	• Plan and draft writing	1a	Recognise the process of planning and drafting when writing certain types of text	Task 7
		1b	Make notes as part of the planning process	Task 7
Wt/E3.2	• Organise writing in short paragraphs	2a	Structure main points of writing in short paragraphs	Task 7
Wt/E3.3	• Sequence chronological writing	3a	Show sequence through the use of discourse markers and conjunctions	Task 7
Wt/E3.4	• 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. *open responses, constructed responses, additional comments*	
Ws/E3.1	• Write in complete sentences	1a	Write using complex sentences	Task 7
Ws/E3.2	• Use correct basic grammar, e.g. *appropriate verb tense, subject–verb agreement*	2a	Use correct basic sentence grammar accurately	Task 7
Ws/E3.3	• Use punctuation correctly, e.g. *capital letters, full stops, question marks, exclamation marks*	3a	Use punctuation to aid clarity in relation to beginnings and ends of sentences	Task 7
Ww/E3.1	• Spell correctly common words and relevant key words for work and special interest	1a	Apply knowledge of spelling to a wide range of common words and special-interest vocabulary	Task 7
		1b	Apply knowledge of strategies to aid with spelling	Task 7
Ww/E3.2	• Produce legible text	2a	Recognise the importance of legible handwriting	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Speaking and listening		
Lr/L1.1	• 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. *on radio, TV or presentations*	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	• 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	• Use strategies to clarify and confirm understanding, e.g. *facial expressions, body language and verbal prompts*	3a Use strategies to clarify and confirm understanding	Task 2 See Administration instructions
Lr/L1.4	• Provide feedback and confirmation when listening to others	4a Provide feedback and confirmation when listening to others	Task 2 See Administration instructions
Lr/L1.5	• Respond to questions on a range of topics	5a Respond to questions on a range of topics	Task 2 See Administration instructions
Lr/L1.6	• Follow and contribute to discussions on a range of straightforward topics	6a Listen for gist in a discussion	Task 2 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		6b Follow a discussion without participating e.g. *on TV*	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	• 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	• 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	• 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	• 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

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Sd/L1.1	• 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	• 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	• Respect the turn-taking rights of others during discussions	3a Involve other people in a discussion	Task 4 See Administration instructions
Sd/L1.4	• Use appropriate phrases for interruption	4a Use appropriate phrases for interruption	Task 4 See Administration instructions
	Reading		
Rt/L1.1	• 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	• Recognise how language and other textual features are used to achieve different purposes, e.g. *to instruct, explain, describe, persuade*	2a Distinguish how language and other textual features are used to achieve different purposes	Task 5
Rt/L1.3	• 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

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Rt/L1.4	• Use organisational and structural features to locate information, e.g. *contents, index, menus, subheadings, paragraphs*	4a Use organisational and structural features to locate information, e.g. *contents, index, menus, subheadings, paragraphs*	
Rt/L1.5	• 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	• 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	• Use punctuation to help their understanding	2a Use punctuation to help their understanding	
Rw/L1.1	• Use reference material to find the meaning of unfamiliar words	1a Use reference material to find the meaning of unfamiliar words	
Rw/L1.2	• 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	• 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	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Writing		
Wt/L1.1	• Plan and draft writing	1a Apply appropriate planning strategies	Task 6
		1b Make notes to aid planning	Task 6
Wt/L1.2	• 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	• Present information in a logical sequence, using paragraphs where appropriate	3a Structure texts sequentially and coherently	Task 6
Wt/L1.4	• Use language suitable for purpose and audience	4a Choose language suitable for purpose and audience	Task 6
Wt/L1.5	• Use format and structure for different purposes	5a Select format and appropriate structure for different purposes	Task 6
Wt/L1.6	• Complete forms with some complex features, e.g. *open responses, constructed responses, additional comments*	6a Complete forms with some complex features, e.g. *open responses, constructed responses, additional comments*	
Wt/L1.7	• 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	• Write in complete sentences	1a Write using complex sentences	Task 6
Ws/L1.2	• 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	• Punctuate sentences correctly and use punctuation so meaning is clear	3a Use punctuation to aid clarity and meaning	Task 6

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Ww/L1.1	• 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	• Produce legible text	2a Have a critical awareness of handwriting	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
	Speaking and listening		
Lr/L2.1	• 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. *radio, presentations*	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	• 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	• 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	• 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	• 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

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		1c Use formal language and register where appropriate	Task 3 See Administration instructions
Sc/L2.2	• Respond to criticism and criticise constructively	2a Respond to criticism and criticise constructively	Task 3 See Administration instructions
Sc/L2.3	• Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts	3a Make requests	Task 3 See Administration instructions
		3b Ask for information	Task 3 See Administration instructions
Sc/L2.4	• Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary	4a Express statements of fact	Task 3 See Administration instructions
		4b Give factual accounts	Task 3 See Administration instructions
		4c Narrate events in the past	Task 3 See Administration instructions
		4d Give explanations and instructions	Task 3 See Administration instructions
		4e Give a formal report	Task 3 See Administration instructions
		4f Describe and compare	Task 3 See Administration instructions
Sc/L2.5	• Present information and ideas in a logical sequence and provide further detail of development to clarify or confirm understanding	5a Present information and ideas in a logical sequence and provide further detail of development to clarify or confirm understanding	Task 3 See Administration instructions
Sd/L2.1	• Make relevant contributions and help to move discussions forward	1a Make relevant contributions and help to move discussions forward	Task 4 See Administration instructions
Sd/L2.2	• Adapt contributions to discussions to suit audience, context, purpose and situation	2a Take part in social interaction	Task 4 See Administration instructions

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		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	• 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	• Support opinions and arguments with evidence	4a Support opinions and arguments with evidence	Task 4 See Administration instructions
Sd/L2.5	• Use strategies intended to reassure, e.g. *body language and appropriate phraseology*	5a Use strategies intended to reassure, e.g. *body language and appropriate phraseology*	Task 4 See Administration instructions
	Reading		
Rt/L2.1	• 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	• 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	• 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	• Read an argument and identify the points of view	4a Understand and identify how written arguments are structured	
Rt/L2.5	• Read critically to evaluate information, and compare information, ideas and opinions from different sources	5a Read critically to evaluate information, and compare information, ideas and opinions from different sources	

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Rt/L2.6	• Use organisational features and systems to locate texts and information	6a Use organisational features and systems to locate texts and information	
Rt/L2.7	• Use different reading strategies to find out and obtain information, e.g. *skimming, scanning, detailed reading*	7a Use different reading strategies to find out and obtain information, e.g. *skimming, scanning, detailed reading*	
Rt/L2.8	• Summarise information from longer documents	8a Summarise information from longer documents	
Rs/L2.1	• Use implicit and explicit grammatical knowledge and experience of context, to help follow meaning and judge the purpose of different types of text	1a Use implicit and explicit grammatical knowledge and experience of context, to help follow meaning and judge the purpose of different types of text	
Rs/L2.2	• Use punctuation to help interpret the meaning and purpose of texts	2a Use punctuation to help interpret the meaning and purpose of texts	
Rw/L2.1	• Read and understand technical vocabulary	1a Read and understand technical vocabulary	
Rw/L2.2	• Use reference material to find the meanings of unfamiliar words	2a Use reference material to find the meaning of unfamiliar words	
Rw/L2.3	• Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose	3a Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose	
	Writing		
Wt/L2.1	• Plan and draft writing	1a Apply appropriate planning strategies	Task 6
		1b Make notes as part of the planning process	Task 6
Wt/L2.2	• Judge how much to write and the level of detail to include	2a Select the level of detail to include in a range of texts and how much to write	Task 6

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
		2b Select the level of detail to include in the summaries	
Wt/L2.3	• Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate	3a Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence	Task 6
Wt/L2.4	• Use format and structure to organise writing for different purposes	4a Choose format and structure to organise writing for different purposes	Task 6
Wt/L2.5	• Use formal and informal language appropriate to purpose and audience	5a Choose formal and informal language appropriate to purpose and audience	Task 6
Wt/L2.6	• Use different styles of writing for different purposes, e.g. *persuasive techniques, supporting evidence, technical vocabulary*	6a Choose different styles of writing for different purposes	Task 6
Wt/L2.7	• Complete forms with complex features	7a Complete forms with complex features	
Wt/L2.8	• Proof-read and revise writing for accuracy and meaning	8a Use proof-reading to revise writing for accuracy, meaning, content and expression on paper and on screen	Task 6
Ws/L2.1	• Construct complex sentences	1a Use a range of sentence structure which is fit for purpose	Task 6
Ws/L2.2	• Use correct grammar, e.g. *subject–verb agreement, correct and consistent use of tense*	2a Use sentence grammar consistently and with accuracy	Task 6
Ws/L2.3	• Use pronouns so that their meaning is clear	3a Use pronouns to lessen repetition and improve the clarity of writing	Task 6

Curriculum reference	Curriculum definition	Local descriptor	Task number/ materials
Ws/L2.4	• Punctuate sentences correctly, and use punctuation accurately, e.g. *commas, apostrophes, inverted commas*	4a Use a range of punctuation to achieve clarity in simple and complex sentences	Task 6
Ww/L2.1	• Spell correctly words used most often in work, studies and daily life, including familiar technical words	1a Apply knowledge of vocabulary to aid accurate spelling	Task 6
		1b Develop strategies to aid accurate spelling	
Ww/L2.2	• Produce legible text	2a Produce clear, consistent handwriting	Task 6

Administration instructions

Administration Instructions

Skills can be assessed in:

- speaking and listening
- reading
- writing.

Each level contains several tasks, containing items (questions) based on a particular aspect of language. The tasks are shown in the Navigation grids. Each level for ESOL includes a listening task, for which a cassette is included.

Learners will complete a number of tasks, which will result in scores, leading to diagnostic feedback. This in turn will lead to the development of an Individual Learning Plan (ILP).

Assessment process

Step 1

Your first step is to select appropriate tasks at the appropriate level for your learner. You should select levels and tasks using a combination of the following information:

- results of initial assessment – this will give you an appropriate level at which to start assessing
- information from the learner's known work and achievements
- information from the learner about learning priorities.

Step 2

Look at the Navigation grid for each level and select as many tasks as required from the paper-based version of the assessment tasks.

Note: Tasks can be taken from different levels if this seems appropriate, based on the information you have about the learner.

Step 3

Set up and deliver the assessment using the guidelines in the Diagnostic feedback and ILP information.

Step 4

Score each task using the Diagnostic feedback and ILP information. Use the learner's score to establish whether s/he is operating at 'Emerging', 'Consolidating' or 'Established' level in each task. This process is automated on the ICT version.

Note: If you have used the paper-based version, you can enter scores into the ICT version to generate diagnostic feedback. Please read the guidance on scoring.

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

Assessment materials

You may need the following:

- copies of ESOL tasks at the chosen level for the learner/group
- pens, pencil, rubber
- copy of the audio tape and player.

For the ICT version:

- a computer with the ESOL tasks already selected for the learner
- headphones, if the learner is in a computer suite.

Environment

- Ensure a quiet, uninterrupted environment – possibly the classroom situation.
- Take time to explain the purpose of the assessment to the learner(s) (to identify strengths as well as areas where work is needed).

- 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 that they have the opportunity to select screen colour and audio level. Ensure also that learners have the opportunity to run through the IT tutorial in order that they have a clear understanding of the instructions for all the function buttons on the screen.

Assessment guidelines

Teacher/tutor input

- Teacher/tutor input (i.e. close guidance during the assessment) is necessary throughout the assessment only for Entry 1. At other levels, teacher/tutor input is only necessary for the listening task. Learners should be able to work through the rest of the tasks on their own, following the rubrics provided at the top of each task. Often an example response is provided.

- If necessary, learners can be helped to understand the task rubrics with the use of their first language, or another language in which they might be more confident. Note, however, that this support in another language should only be used to explain the rubric of the task or item and how a response should be made, rather than to translate the item itself.

- All parts of the ICT version have audio and the learner can replay instructions twice.

- Encourage the learner who appears to be struggling over a question to leave it and carry on, although s/he may revisit it at the end of the task. Learners using the ICT version are not able to go back to omitted questions; omitted questions will score as zero (incorrect).

- On the ICT version of the assessment, the learner is required to give the answer in a range of different ways.

Multiple choice
A selection of possible responses is given, exactly as in the paper-based assessment, and the learner selects the correct response, usually by clicking on it. The learner will then be asked to confirm her/his response, before the assessment moves on. Multiple choice distractors are carefully chosen to be 'logical' (if incorrect) alternative responses.

Note: Multiple choice, though widely used for all levels and types of assessment, is arguably less robust as a assessment than, for example, free text entry. In an assessment where there are four multiple choice options for answers, statistically a learner would be able to achieve a 25% overall score without knowing anything of the topic of the assessment.

Drag and drop
The learner may be required to drag answer options into the correct place/s on screen, using the mouse. This is an alternative form of multiple choice.

Free text entry
The learner is required to enter numbers (or occasionally words) into a designated space on screen. The cursor defaults into the answer box and the learner can begin to type in a response immediately. Clicking into the answer box will also enable the learner to type numbers/text in immediately. Keyboard strokes are often limited to numbers only, though the learner is usually

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:

- using the initial interview or diagnostic interview situation to assess listening to questions and making statements

- asking learners to give short explanations, in small groups, concerning activities with which they are familiar

- using familiar work or daily activities for learners to work on in small groups or pairs on giving and following small-step instructions, e.g. logging on the computer

- using simple narratives, e.g. learners' writing, as small group assessment opportunities.

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. This speaking assessment includes the discussion element.

Task 4

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

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.

Check the Entry 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.*

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, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions include:

- using a short narrative of an appropriate reading level, read aloud by the teacher or learner and asking questions to assess identification of general meaning and specific details

- asking learners to give short explanations, in small groups, concerning activities with which they are familiar, e.g. aspects of employment and asking questions to assess identification of main points

- using familiar work or daily activities for learners to work on in small groups or pairs on giving and following small-step instructions, e.g. logging on the computer.

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 or a subject of shared interest. 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 letter on a separate sheet to keep alongside the task as s/he works through the assessment.

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.

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 as s/he works through the assessment.

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.

Check the Level 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 the boxes to answer the questions.*

Check that the learner understands, 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.

At this level, there should be the opportunity for lengthier and more formal presentation, explanations, instructions and narratives which include realia, slides, images and diagrams.

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.

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.

Check that the learner understands, 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 book review

At this level, there should be the opportunity for lengthier and more formal presentation, explanations, instructions and narratives which include realia, slides, images and diagrams.

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.

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)
2	Listen for detail	Picture 1 (football)
3	Listen for detail	Picture 3 (car)
Part 3		
1	Listen for gist	Picture 2 (rain)
2	Listen for gist	Picture 1 (sunglasses)
3	Listen for gist	Picture 1 (wind)

INTERPRETATION

This task assesses two aspects of listening comprehension in the context of a news item, weather forecast and advertisement, all from the radio. The Diagnostic scheme identifies the main objective of each item to help you to identify particular strengths and weaknesses in the learner's answers.

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.

	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.	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. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials.
C	3–7	The learner is not totally secure in listening skills at Entry 1.	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. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials.
E	8–9	The learner does not appear to have any problems with listening at Entry 1.	Talk through the task with the learner checking for understanding of the main points and specific understanding of key words. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 1 speaking materials. Try the Entry 2 listening task.

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 Listening task – tutor scored	Curriculum reference(s)
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
eM	0–4	The learner has understood very little of the interaction. S/he appears to have difficulty in identification of the gist of the discourse and understanding key words.	Check the key elements of the discourse situation with the learner to establish where the difficult areas have occurred. The learner might need to practise key word recognition and using question and answer techniques to aid understanding.

	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 demonstrate a range of appropriate speaking skills at this level.	Use the grading profile to discuss with the learner which areas should be developed.
C	3–4	The learner has been able to demonstrate some of the range of skills required at this level and shown reasonable understanding of the task, expressing her/himself with some inaccuracies.	Use the grading profile to discuss with the learner which areas should be developed.

	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

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.

	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.	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? Further assessment of sight vocabulary can be undertaken using the Literacy materials or from Milestone 8 at Pre-entry.

	Number correct	Learner profile information	Next steps
C	3–7	The learner is not totally secure in reading skills at Entry 1.	If not already done, investigate the learner's previous reading experience, in both first language and in English, through an interpreter if necessary. Check understanding of the notes by asking some more detailed questions about them, e.g. Why does Stan collect stamps and clocks? Further assessment on sight vocabulary can be undertaken using the Literacy materials.
E	8–9	The learner does not appear to have any problems with reading at Entry 1.	Check that the learner's reading is established at this level by asking her/him to read a simple text aloud to you to check whether s/he is able to decode a range of Entry 1 words. Try the Entry 2 reading task (Task 6).

ILP information

Long-term goal

To consolidate the learner's skills in obtaining information from texts at Entry 1

Short-term goals (dependent upon the learner)

Target 1:
Rt/E1.1b – To read and find information from a variety of simple texts

Target 2:
Rw/E1.1a – To read and understand a wider range of simple words and signs

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

Task description
Spelling key personal words on a form – tutor scored

Level	Curriculum elements	Curriculum reference(s)
Entry 1	Use and spell correctly some key personal words	Ww/E1.1a Ww/E1.2a, b

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
Name	Recognisable as a name	1 mark
	Full name given	1 mark
	Letters correctly formed/capital letter at the beginning	1 mark
Address	Recognisable as an address	1 mark
	Letters correctly formed/capital letters used correctly	1 mark
Telephone number	Recognisable as a telephone number	1 mark
	Numbers formed correctly	1 mark

INTERPRETATION

The task requires the learner to complete the form, spelling personal key words in order to do so. Give the marks as indicated in the Diagnosis scheme. If the learner has given her/his full name, the marking award is two points, one for being recognisable as a name and one for giving her/his full name. If the letters are correctly formed and a capital letter used properly, then a total of three marks can be awarded for the name section. The same formula should be used for the address and telephone sections.

If the words on the form do not appear to be appropriate for the section of the form, do not give the mark. If the learner has used block capitals throughout, still give the marks for using capital letters correctly. However, it is not appropriate to give the mark if the learner is using an indiscriminate mixture of upper and lower case letters throughout the form and this would need to be discussed as a learning target.

Name:
Use your judgement with some names. It may not be possible to distinguish between the first name and surname, so award marks as long as the word(s) appear to be a name and not something else.

Address:
Award the mark as long as there is some of the address. It does not have to be a full address, but should have as a minimum a street and a town or city.

Telephone number:
There should be enough numbers to be a plausible phone number, i.e. a minimum of six digits.

	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

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.

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.

	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.	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. 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.
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

Short-term goals (dependent upon the learner)

Target 1:
Wt/E1.1a – To compose simple texts to convey information

Target 2:
Ww/E1.1a – To make secure the spelling of common regular words, e.g. hot, that; personal key words and familiar words to include social sight/high-frequency words, e.g. days of the week, numbers to 10, words from the Dolch list

Target 3:
Ww/E1.1b – To use knowledge of basic sound–symbol association and phonological patterns to help work out the spelling of words that have phonemes made by more than one letter, e.g. sh, ay, ss, ll, pp, etc.

Target 4:
Ws/E1.1a – To write simple, grammatically correct sentences using correct word order and verb forms

Target 5:
Ws/E1.1a, 2a, 3a – To write legibly in lower case script using capital letters and full stops

Target 6:
Ww/E1.2a – To form upper and lower case letters of the alphabet

| 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

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.

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.

	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	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. Also, try assessment using the Entry 1 listening task (Task 1).
C	4–9	The learner is not totally secure in listening skills at Entry 2.	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. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 2 speaking materials.
E	10–12	The learner does not appear to have any problems with listening skills at Entry 2.	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. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 2 speaking materials. Try the Entry 3 listening task (Task 1).

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

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.

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	0–4	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

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

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)
Entry 2	Speak clearly; make requests and statements; express facts and give personal information	Sc/E2.1a–b Sc/E2.3a, b, c, d, f Sd/E2.1c, d

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 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 element 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	0–2	The learner has had difficulty working at this level both in making short statements and using appropriate word stress and intonation.	If the learner showed great difficulty at working at this level, then make the assessment against the Entry 1 profile if that is more appropriate. The learner needs to work on clear pronunciation, using a range of phonemes. If the learner was unable to make short statements clearly owing to grammatical inaccuracies, this should be a target, too. Review the activity for the range of vocabulary used and set targets to extend the learner's range of suitable words, which would support the grammatical targets.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has shown some ability in covering the range of speaking skills at this level.	Review the assessment profile to discuss where the difficulties were for the learner. If there were pronunciation difficulties or inappropriate use of word stress and intonation, set the learning targets to support development. Did the learner consistently use accurate grammatical structures or were there certain construction forms which proved difficult? Did the learner's range of vocabulary support the expressions s/he wished to use?
E	5–6	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed her/himself fluently, with clear pronunciation, using the range of verb tenses and vocabulary for the level, then start to assess at Entry 3.

ILP information

Long-term goal

To speak fluently when giving information on familiar topics

Short-term goals (dependent upon the learner)

Target 1:
Sc/E2.1a–b – To use appropriate word stress and intonation, pronouncing a range of phonemes correctly

Target 2:
Sc/E2.3a–b – To make correct short statements and give personal information

Target 3:
Sc/E2.3c–d – To give short accounts and explanations

Target 4:
Sc/E2.3f – To use adjectives when giving short descriptions

Target 5:
Sd/E2.1c–d – To express a range of feelings, views and opinions correctly

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 2	Take part in discussions; express feelings and views, relate to other speakers	Sd/E2.1a–e

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 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	0–1	The learner has shown a great deal of difficulty in taking part in the interaction both in terms of self-expression and in relating to the views of other speakers.	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 2, it may be that s/he needs to do more work at Entry 1 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 understood any of the contributions made by other people. Was s/he able to follow the general gist of the discussion? Were there any key words which s/he understood/ misunderstood? In this one-to-one feedback, can the learner express her/himself in grammatically correct structures at this level?
C	2–3	The learner has been able to follow the gist and some detail in the discussion and make some contribution to move the discussion forward.	Use the grading profile to identify the areas for more work. Did the learner use correct grammatical construction at this level when expressing her/his opinion and views? Are there key areas of vocabulary which need to be extended? Did the learner alter her/his vocabulary and expression to suit the context (social/formal)? How did the learner relate to the other speakers, e.g. listen to and incorporate their view and respect their turn-taking rights?
E	4–5	This learner has undertaken the activity competently and demonstrated that s/he has developed the skills to engage in a discussion at this level.	You will need to be satisfied that the learner has demonstrated the appropriate skills at this level before starting to assess at Entry 3. This means that s/he should be able to speak about familiar topics, in both social and formal contexts, relate to other speakers and consistently be able to express a range of views, opinions, likes, dislikes, wishes and hopes, using grammatically correct constructions and appropriate vocabulary for the level.

ILP information

Long-term goal

To engage in short discussions on a range of familiar topics

Short-term goals (dependent upon the learner)

Target 1:
Sd/E2.1a–c – To express correctly likes, dislikes, wishes and hopes in social and formal contexts

Target 2:
Sd/E2.1a–b, d – To express correctly views and opinions in social and formal contexts

Target 3:
Sd/E2.1e – To listen to the input of other speakers and respect their right to speak in discussions

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, work 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 *it* (Rs/E2.1b)	Picture 3 (baby)
2	Recognise meaning of conjunction *so* (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
eM	0–5	The learner may not be able to read and understand texts at Entry 2.	Ask some questions to establish whether the learner understood the general gist of the text, e.g. Did s/he recognise the text was a letter? Who was writing it? Who was it to? If the learner has understood the general gist of the exercise, work on developing her/his reading skills with simple Entry level texts. If the learner shows very little understanding of the text try the Entry 1 reading task (Task 5).
C	6–13	The learner is not totally secure in reading skills at Entry 2.	Check the learner's pattern of correct and incorrect answers, to investigate whether the learner needs to work on reading skills, recognition of sentence components, on vocabulary, or on all skills. Check the learner's understanding of the text in general, of vocabulary and expressions, e.g. What is Rolf writing about? What does 'a bit scared' mean?

	Number correct	Learner profile information	Next steps
E	14–16	The learner does not appear to have any problems with reading at Entry 2.	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? 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).

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

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 2	Compose a simple text, using simple and compound sentences, adjectives, with correct punctuation and spelling	Wt/E2.1a Ws/E2.1a Ws/E2.2a Ws/E2.3a Ws/E2.4a Ww/E2.1a, b Ww/E2.2a

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	See Free writing marking checklist

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. The following can be used as general guidance:

Text features: A short simple text with some logical connection between sentences. Most can be understood.

Sentences: Simple sentences are used in correct word order, capital letters and full stops in the main. There are some examples of common conjunctions (e.g. and, but, as). Simple verb tenses are mainly correct but there may still be inaccuracies in basic grammatical constructions (e.g. straightforward tenses, subject/verb agreement, singular/plural nouns, determiners such as some/any, articles).

Vocabulary and spelling: Some common words with regular spelling patterns are correctly spelt.

	Number correct	Learner profile information	Next steps
eM	0–2	The learner has significant difficulties producing self-generated text.	Check the learner's writing to see whether s/he has produced simple sentences but has difficulty in using conjunctions to form compound sentences. If the learner is not secure in writing simple sentences do some more assessment at Entry 1. If the learner can write in simple sentences, use this skill to develop compound sentence writing.

	Number correct	Learner profile information	Next steps
			How well was the learner able to write in the appropriate genre? Does s/he need to work on text features in a range of genres at this level? Is there a pattern of spelling errors in common words which can be identified?
C	3–6	The learner is beginning to structure writing using 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 to achieve secure writing skills at this level, e.g. well-sequenced, simple and compound sentences, using appropriate punctuation and capitalisation, developing a range of appropriate vocabulary. Use the learner's writing to identify the key learning goals.
E	7–8	The learner is writing at the level and has established the fundamentals of writing a fairly simple, coherent, reasonably accurate piece of text.	If you are satisfied that the learner's skills are secure at this level, it may be useful to assess writing composition at Entry 3 to see which skills may already be in place at this level.

ILP information

Long-term goal

Write legible, reasonably spelt, grammatically correct, simple and compound sentences, using capital letters, full stops and question marks, where appropriate

Short-term goals (dependent upon the learner)

Target 1:
Ws/E2.1a – To construct some simple and compound sentences using common conjunctions, e.g. and, but, or, as

Target 2:
Ws/E2.3a – To use punctuation correctly, e.g. capital letters, full stops and question marks

Target 3:
Ww/E2.1a – To spell correctly familiar common words, e.g. Dolch list high–frequency words

Target 4:
Ww/E2.1b – To use knowledge of sound–symbol relationships to develop spelling strategies

Target 5:
Ww/E2.2a – To produce legible text by hand and/or by word processor

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

Task description
Listen for gist, identify key words, listen for relevant information and detail

Level	Curriculum elements	Curriculum reference(s)
Entry 3	Listen for and follow the gist of explanations, instructions and narratives; listen for detail in narratives and explanations; listen for relevant information	Lr/E3.1b Lr/E3.2a Lr/E3.3a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	Identify key words (Lr/E3.2a)	Central College
2	Identify key words (Lr/E3.2a)	Moor Lane
3	Listen for gist (Lr/E3.1b)	tutors
4	Identify key words (Lr/E3.2a)	chemistry
5	Listen for relevant information (Lr/E3.3a)	Urdu
6	Listen for relevant information (Lr/E3.3a)	9am–8pm
7	Listen for detail (Lr/E3.2a)	822 9503

INTERPRETATION

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 answer each item correctly, as this can help you identify specific strengths and weaknesses. 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 recognition of the alphabet in more detail, if necessary.

	Number correct	Learner profile information	Next steps
eM	0–1	The learner may not be able to follow the gist and identify details when listening at Entry 3.	Check the learner's general understanding of the extract, e.g. identified it as a radio item. What was it about? If s/he has understood the general context of the item, check her/his understanding in a face-to-face situation, using the Entry 3 speaking materials. If it appears that the learner has not understood any of the information, try the listening task at Entry 2 (Task 1).

	Number correct	Learner profile information	Next steps
C	2–5	The learner is not totally secure in listening skills at Entry 3.	Look at the learner's correct and incorrect answers to investigate particular strengths and weaknesses. Has s/he been able to identify specific detail, e.g. What is a professor? What is an open day? If not already done, check the learner's understanding in a face-to-face situation using the Entry 3 speaking materials.
E	6–7	The learner does not appear to have any problems with listening skills at Entry 3.	The learner does not appear to have problems with identifying detail in radio items at this level. If not already done, check the learner's understanding in a face-to-face situation, using the Entry 3 speaking materials to establish if s/he is able to demonstrate the full range of listening skills at this level. Try the listening task at Level 1 (Task 1).

ILP information

Long-term goal

To consolidate the learner's listening comprehension of new information in radio presentations

Short-term goals (dependent upon the learner)

Target 1:
Lr/E3.1b – To listen to and understand the general meaning of radio or TV presentations

Target 2:
Lr/E3.2a – To listen for detail in narratives and explanations

Target 3:
Lr/E3.3a – To listen for and identify new information

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

<table>
<tr><td colspan="3" align="center">Task description
Tutor scored listening task
You need to set up this task. See the Administration instructions for guidance.</td></tr>
<tr><td>Level</td><td>Curriculum elements</td><td>Curriculum reference(s)</td></tr>
<tr><td>Entry 3</td><td>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</td><td>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</td></tr>
<tr><td colspan="3" align="center">**DIAGNOSTIC SCHEME**</td></tr>
<tr><td>Item no.</td><td>Objective/item description</td><td>Answer</td></tr>
<tr><td>1</td><td>See Speaking and listening assessment profiles</td><td>See Speaking and listening assessment profiles</td></tr>
</table>

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	0–4	The learner has shown a limited understanding of the listening task at this level.	Use the grading profile to determine the main learning goals. Tasks should involve the use of straightforward language appropriate to the level. Talk through the activity with the learner to identify how much of the general gist of the discourse was understood. Did the learner have difficulty understanding specific key words or items of detail? Is s/he able to word appropriate questions to ask for clarification of meaning and check her/his own understanding? Did certain features of spoken language present difficulties in understanding?
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 what the areas for future work are. 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 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. 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, following instructions, taking part in conversations and discussions. If the learner is consistent in her/his understanding of a variety of discourses, start assessment at Level 1.

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:
Lr/E3.5a–b – To make appropriately worded responses to requests for action and information

Target 5:
Lr/E3.7c – To follow and take part in discussions

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)
Entry 3	Speak clearly to communicate, using appropriate speed intonation, formal language and register, expressing facts clearly, giving personal information, accounts, explanations, directions, descriptions and making requests	Sc/E3.1a–b Sc/E3.2a Sc/E3.3a–d Sc/E3.4a–f

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 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 element 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 linformation	Next steps
eM	0–1	The learner has had difficulty working at this level in making short statements and using appropriate word stress and intonation.	If the learner showed difficulty at working at this level, then make the assessment against the Entry 2 profile if that is more appropriate to her/his needs. The learner needs to work on clear pronunciation, using a range of phonemes. If the learner was unable to make short statements clearly owing to grammatical inaccuracies, this should be a target, too. Review the activity for the range of vocabulary used and set targets to extend the learner's range of suitable words, which would support the grammatical targets.

	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. There may be significant areas or a few areas, which s/he needs to address.	Review the assessment profile to discuss where the difficulties were for the learner. If there were pronunciation difficulties or inappropriate use of word stress and intonation, set the learning targets to support development. Did the learner consistently use accurate grammatical structures or were there certain construction forms s/he found difficult? Did the learner's range of vocabulary support the expressions s/he wished to use?
E	5	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied the learner has expressed her/himself fluently, with clear pronunciation, appropriate speed, rhythm and intonation, using the range of verb tenses and vocabulary for the level, then start to assess at Level 1.

ILP information

Long-term goal

To consolidate speaking skills at Entry 3

Short-term goals (dependent upon the learner)

Target 1:
Sc/E3.1a–b – To pronounce a range of personal words and sentences using correct stress, rhythm and intonation

Target 2:
Sc/E3.4a–d – To make short statements correctly

Target 3:
Sc/E3.4f – To make short descriptions correctly using adjectives and making comparisons

Target 4:
Sd/E3.1d – To express views and opinions

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

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 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:
Sd/E3.2a – To ask other people about their feelings and opinions using appropriately worded questions and intonation

Target 6:
Sd/E3.2b – To offer a turn to another speaker or interrupt politely using appropriate language and pronunciation

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

<table>
<tr><td colspan="3" align="center">Task description
Sentence completion</td></tr>
<tr><td>Level</td><td align="center">Curriculum elements</td><td align="center">Curriculum reference(s)</td></tr>
<tr><td>Entry 3</td><td align="center">Use knowledge of syntax and grammar to work out meaning and confirm understanding in types of texts at this level</td><td align="center">Rs/E3.1b</td></tr>
</table>

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

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.

<table>
<tr><td></td><td>Number correct</td><td>Learner profile information</td><td>Next steps</td></tr>
<tr><td>eM</td><td>0–2</td><td>The learner appears to be unable to use knowledge of sentence meaning to predict suitable words.</td><td>Ask the learner to read aloud the sentences where s/he made an error, to identify which reading cue s/he is using/not using. You might wish to undertake a short miscue analysis using a text at this level to identify which of the reading cues the learner needs to develop. Try the text completion task at Entry 2 (Task 5).</td></tr>
</table>

	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. Investigate her/his reading skills further with the miscue analysis.
E	9–10	The learner does not appear to have problems with recognising grammatical patterns and plausible meaning at Entry 3.	Try the text completion task at Level 1. You might like to undertake further assessment of skills at this level by undertaking a reading miscue analysis to confirm that skills are secure.

ILP information

Long-term goal

To consolidate skills in using knowledge of sentence structure, word order and word class to help in interpreting text meaning at Entry 3

Short-term goals (dependent upon the learner)

Target 1:
Rs/E3.1b – To use knowledge of grammar to help understand and predict meaning of texts

| **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

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.

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
eM	0–4	The learner may not be able to find information in texts at Entry 3.	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? If the learner has real difficulty in understanding, then try the reading task at Entry 2 (Task 6).
C	5–11	The learner is not totally secure in finding information in texts at Entry 3.	Check the learner's pattern of correct and incorrect answers to investigate the particular reading skills s/he needs to work on. Ask some questions for specific detail, e.g. What does 'forthcoming evening talks' mean? What does 'free and open to all' mean? 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.
E	12–14	The learner does not appear to have any problems with finding information in texts at Entry 3.	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? If the learner shows a good understanding of the text, try the reading task at Level 1 (Task 5).

ILP information

Long-term goal

To consolidate finding information in texts at Entry 3

Short-term goals (dependent upon the learner)

Target 1:
Rt/E3.5a – To use indexes, contents, menus, etc. to help when looking for information

Target 2:
Rt/E3.7a – To find information quickly without needing to read every word

Target 3:
Rt/E3.8a – To find information by detailed reading

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 difficulties producing self-generated text.	The learner should be able to write in simple and compound sentences at Entry 2. You need to consider whether the learner's difficulties arise from the extended requirements at Entry 3 and are related to the use of complex sentences with subordinate clauses. Is the learner demonstrating the range of tenses required at this level or are there difficulties with forming the future tense and/or use of modals? Consider assessment at Entry 2 if this is more appropriate.

	Number correct	Learner profile information	Next steps
C	4–8	The learner is beginning to structure her/his writing using 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, compound and complex sentences, adjectives at this level, appropriate verb tenses, using appropriate punctuation and capitalisation. Assess other skills at this level to identify possible difficulties.
E	9–10	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 1 to see which skills are already in place at this level.

ILP information

Long-term goal

To plan, draft and write a continuous, coherent piece of text, at least half a page long divided into paragraphs

Short-term goals (dependent upon the learner)

Target 1:
Wt/E3.1a – To plan and draft some short pieces of writing using different ways to plan, e.g. list of points, spidergram, mindmap, talking it through

Target 2:
Wt/E3.2a – To organise and sequence writing into short paragraphs

Target 3:
Wt/E3.3a – To use conjunctions and discourse markers to show sequence

Target 4:
Wt/E3.4a – To proof-read writing for content and expression

Target 5:
Ws/E3.1a – To write in grammatically correct simple, compound and complex sentences, legibly

Target 6:
Ws/E3.3a – To use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks

Target 7:
Ww/E3.1a – To use knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words

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

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.

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.

	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

<table>
<tr><td colspan="3">Task description
Listening task – tutor scored</td></tr>
<tr><td>Level</td><td>Curriculum elements</td><td>Curriculum reference(s)</td></tr>
<tr><td>Level 1</td><td>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</td><td>Lr/L1.1a–b
Lr/L1.2a–e
Lr/L1.3a
Lr/L1.4a
Lr/L1.5a
Lr/L1.6a–c</td></tr>
</table>

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	0–2	The learner has some difficulty in listening for appropriate detail and relevant information for work at this level.	Talk through the activity with the learner to identify how much of the general gist of the discourse was understood. If it is more appropriate use the Entry 3 diagnostic pro forma as the starting point for the assessment.

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

Level	Curriculum elements	Curriculum reference(s)
Level 1	Speak clearly using stress and intonation, formal register; make requests, ask for information, give factual accounts, narrate events in the past, explanations and instructions; include detail, making comparisons, expressing views and opinions, likes, dislikes, feelings and hopes, presenting information and ideas in a logical sequence	Sc/L1.1a–c Sc/L1.2a–b Sc/L1.3a–e Sc/L1.4a–b Sd/L1.1c Sd/L1.2a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	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 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 element 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 had difficulty working at this level both in using language of appropriate length and complexity, and using appropriate word stress and intonation, pace and phrasing.	If it is more appropriate for the learner to be assessed at Entry 3 and set learning targets at this level, review the grading profile against the Entry 3 elements. Review the profile to establish whether the learner needs to work on pronunciation, speech patterns and intonation. Were there any regularly occurring inaccuracies of structure which made understanding difficult?

	Number correct	Learner profile information	Next steps
			Was the learner able to use any of the tenses required at this level, e.g. present perfect continuous, past perfect, present and past simple passive? Could s/he develop information and ideas in a logical sequence?
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 may be significant areas or a few areas, which s/he needs to address.	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 development. Did the learner consistently use accurate grammatical structures for this level of work or were there certain construction forms which proved difficult for her/him? Did the learner's range of vocabulary support the expressions s/he wished to use? Was the learner able to use any of the tenses required at this level, e.g. present perfect continuous, past perfect, present and past simple passive?
E	5	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed her/himself fluently, with clear pronunciation, appropriate speed, rhythm and intonation, using the range of verb tenses and vocabulary for the level, then start to assess at Level 2.

ILP information

Long-term goal

To consolidate speaking skills at Level 1

Short-term goals (dependent upon the learner)

Target 1:
Sc/L1a–b – To pronounce a range of words using clear pronunciation, stress and intonation

Target 2:
Sc/L1.3a–c – To make statements and give factual accounts of events in the past and present using correct grammar and pronunciation

Target 3:
Sc/L1.4a–b – To present and develop ideas and information in a logical sequence and detail

Target 4:
Sd/L1.1c, Sd/L1.2a – To correctly express likes, dislikes, views and opinions

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 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

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 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
			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?
C	4–6	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 which s/he needs to develop.	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 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. Did the learner express her/himself using the range of tenses required at this level, e.g. present perfect continuous, past perfect, present and past simple passive?
E	7–8	The learner has no difficulty 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 s/he has covered the range of both formal and informal interactions at this level and can use an appropriate range of vocabulary, grammatical structures and tenses required at this level, then start to assess at Level 2.

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

Task description
Read and understand

Level	Curriculum elements	Curriculum reference(s)
Level 1	Trace and understand the main events of continuous descriptive, explanatory and persuasive texts; recognise how language and other textual features are used to achieve different purposes; identify main points and specific detail; use appropriate strategies to work out the meaning of words	Rt/L1.1a Rt/L1.2a Rt/L1.3a Rw/L1.2a

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	Recognise text type/purpose (Rt/L1.2)	an information leaflet
2	Identify main point (Rt/L1.3)	All About Smoke Alarms
3a	Understand meaning in context (Rw/L1.2)	piercing
3b	Understand meaning in context (Rw/L1.2)	sound asleep
4.1	Understand meaning of a text (Rt/L1.1)	Ionisation alarm
4.2	Understand meaning of a text (Rt/L1.1)	Optical alarm
4.3	Understand meaning of a text (Rt/L1.1)	Optical alarm
5	Distinguish between main points and specific detail (Rt/L1.3)	False alarms can be caused (2nd paragraph)
6	Understand main events (Rt/L1.1)	An alarm might sound

INTERPRETATION

When reading, more than one skill often needs to be used in combination. For example, finding information might involve firstly 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.

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
eM	0–3	The learner may not be able to read and understand texts at Level 1.	Check the learner's understanding by asking some simple questions about the text. If they have difficulty in identifying the main points, try the Entry 3 reading task (Task 6).
C	4–3	The learner is not totally secure in reading skills at Level 1.	Check the learner's pattern of correct and incorrect answers to investigate the particular reading skills s/he needs to work on. Check comprehension of the text by asking questions about the vocabulary and features of the text, e.g. how headings help to locate information quickly. Check understanding of textual features, e.g. What is it about this text which makes it an explanation rather than an instruction or a discussion (argument)? Discuss the meaning of some key words from the leaflet.
E	7–9	The learner does not appear to have any problems with reading at Level 1.	Discuss the text with the learner to check that s/he has fully understood the meaning and vocabulary. You could ask her/him what it is about the text that gives them the impression that it is an information leaflet, e.g. being laid out in narrow columns. Check the learner's understanding of text type. Why is this an explanation rather than an opinion? What are the key features of the language which show this? Where does it change its style and use persuasive language (the last two paragraphs)? See if the learner can identify where the register changes tone from formal to informal. When does the article address the reader directly? Why does it do this? If you are satisfied that the learner shows good understanding of textual features and how the language is used to achieve its purpose then try using a more complex piece of reading from Level 2.

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

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

Task description
Identify relevant information and understand a conversation

Level	Curriculum elements	Curriculum reference(s)
Level 2	Listen for and identify relevant information from extended explanations; listen to a conversation	Lr/L2.1a Lr/L2.2a

DIAGNOSTIC SCHEME		

Item no.	Objective/item description	Answer
1	Understand a conversation (Lr/L2.2a)	• the hotel had lost their booking • their train was late • they became ill
2	Identify relevant information (Lr/L2.1a)	pay for everything together
3	Identify relevant information (Lr/L2.1a)	the first two weeks of August
4	Identify relevant information (Lr/L2.1a)	ten
5	Identify relevant information (Lr/L2.1a)	Aqua Experience
6	Understand a conversation (Lr/L2.2a)	California Sun
7	Identify relevant information (Lr/L2.1a)	£5,650
8	Identify relevant information (Lr/L2.1a)	not later than four weeks before the holiday
9	Understand a conversation (Lr/L2.2a)	There may never be another chance.
10	Identify relevant information (Lr/L2.1a)	credit card

INTERPRETATION

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.

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.

	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.	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? If not already done, check the learner's understanding in a face-to-face situation using the Level 1 speaking materials. If the learner shows some understanding of work at this level start with learning targets using explanations and straightforward narratives of a reasonable length. If the learner has difficulty with work at this level try the Level 1 listening task (Task 1).
C	3–8	The learner is not totally secure in listening skills at Level 2.	Look at the learner's correct and incorrect answers to investigate particular strengths and weaknesses. Try to identify where the difficulties in comprehension were. Did the learner have difficulty in understanding the part of the conversation when the speaker hesitated or was interrupted by the other speaker? Check for understanding of aspects of vocabulary, e.g. What is a tailor-made deal? What is a fly-drive package? If not already done, check the learner's understanding in a face-to-face situation using the Level 2 speaking materials.
E	9–10	The learner does not appear to have any problems with listening skills at Level 2.	Check that the learner has understood all aspects of the interaction including vocabulary. Does s/he understand the rules of turn-taking? Why did the woman carry on the conversation when the man hesitated? As the learner will need to cover a wider range of listening skills to be described as established at Level 2, if not already done, check the learner's understanding in a face-to-face situation using the Level 2 speaking materials.

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 may be some significant areas or a few areas, which s/he needs to address.	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 development. Did the learner consistently use accurate grammatical structures for this level of work or were there certain construction forms which proved difficult for her/him? Did the learner's range of vocabulary support the expressions s/he wished to use? 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?
E	5	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed her/himself fluently, with clear pronunciation, appropriate speed, rhythm and intonation, using the range of verb tenses and vocabulary over a range of interactions at this level, you might wish to discuss any targets for higher level work, e.g. English for Specific/Academic Purposes.

ILP information

Long-term goal

To develop speaking skills at Level 2 in a range of speech interactions

Short-term goals (dependent upon the learner)

Target 1:
Sc/L2.1a – To speak a wide range of words and phrases using correct stress, intonation and phrasing

Target 2:
Sc/L2.3a–b – To make requests and ask for information using correctly structured sentences

Target 3:
Sc/L2.4a–d – To make correct statements of fact using past and future perfect and a range of conditional forms

Target 4:
Sc/L2.5a – To present information and ideas in a logical sequence developing detail where appropriate

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

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 shown little or some ability of the level of spoken skills required 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, tenses and grammar required at Level 2?

	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 which 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? Was her/his range of vocabulary sufficiently expansive to support expression?
C	4–6	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, which s/he needs to develop.	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 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? Did the learner express herself/himself using the range of tenses required at this level e.g. use of a wide range of simple, continuous, perfect and perfect continuous verb forms?
E	7–8	The learner has not had any difficulty taking part in discussion at this level.	The learner's skills have been assessed and found to be established in most, if not all, of the curriculum elements in the grading profile. If you are satisfied that s/he has covered the range of formal and informal interactions at this level and can use an appropriate range of vocabulary, grammatical structures and tenses in a range of interactions, then you may wish to discuss higher level work, e.g. English for a Specific/Academic Purpose.

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

<table>
<tr><td colspan="3" align="center">Task description
Reading comprehension</td></tr>
<tr><td>Level</td><td>Curriculum elements</td><td>Curriculum reference(s)</td></tr>
<tr><td>Level 2</td><td>Trace and understand the main events of continuous descriptive, explanatory and persuasive texts; identify main points and specific detail</td><td>Rt/L2.1a
Rt/L2.3a</td></tr>
<tr><td colspan="3" align="center">DIAGNOSTIC SCHEME</td></tr>
<tr><td>Item no.</td><td>Objective/item description</td><td>Answer</td></tr>
<tr><td>1</td><td>Identify main points Rt/L2.3a</td><td>What Happens When You Sleep?</td></tr>
<tr><td>2</td><td>Identify specific detail Rt/L2.3a</td><td>multiple sleep</td></tr>
<tr><td>3</td><td>Understand main events Rt/L2.1a</td><td>between 11.00–11.30</td></tr>
<tr><td>4</td><td>Identify specific detail Rt/L2.3a</td><td>he will become very rich</td></tr>
<tr><td>5</td><td>Understand main events Rt/L2.1a</td><td>having a longer life</td></tr>
<tr><td>6</td><td>Understand main events Rt/L2.1a</td><td>memory works badly when people sleep</td></tr>
<tr><td>7</td><td>Understand main events Rt/L2.1a</td><td>knowing that you are dreaming</td></tr>
<tr><td>8.1</td><td>Identify main points Rt/L2.3a</td><td>Paragraph 3</td></tr>
<tr><td>8.2</td><td>Identify main points Rt/L2.3a</td><td>Paragraph 4</td></tr>
<tr><td>8.3</td><td>Identify main points Rt/L2.3a</td><td>Paragraph 2</td></tr>
<tr><td>8.4</td><td>Identify main points Rt/L2.3a</td><td>Paragraph 1</td></tr>
</table>

INTERPRETATION

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.

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
eM	0–3	The learner may not be able to read and understand texts at Level 2.	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? 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. 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.
C	4–9	The learner is not totally secure in reading skills at Level 2.	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? Use this information to establish the relevant learning goals to develop the learner's work with texts at this level.

	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.	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'?

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., Literacy and Linguistics in Burns, A. and Coffin, C. (Eds) 2001, *Analysing English in a Global Context*, Routledge.)

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?

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. |

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
C	7–11	The learner is beginning to structure her/his writing using simple, compound and complex sentences with a range of subordinate clauses; to punctuation at this level, e.g. commas, apostrophes and inverted commas; 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 writing skills, i.e. well-sequenced text, simple, compound and complex sentences, using appropriate punctuation for the level. You might want to use some ESOL or literacy tasks to assess discrete skills. Assess other skills at this level to identify possible difficulties.
E	12–13	The learner is writing at the level and is demonstrating the range of skills required to write a coherent, reasonably accurate piece of text.	It may be useful to assess spelling, punctuation and grammar at this level, using the literacy tasks, to see how many skills are already in place. It will be important to give the learner opportunities to write in many different styles, to make sure that s/he feels comfortable writing for a range of audiences. The learner can practise and reinforce skills by writing, both by hand and using a word processor.

ILP information

Long-term goal

To write text accurately and appropriately for different purposes

Short-term goals (dependent upon the learner)

Target 1:
Ws/L2.2a – To write complex sentences with correct grammar

Target 2:
Wt/L2.2a, Wt/L2.3a, Wt/L2.4a – To present text in a logical or persuasive sequence, judging how much to write and using paragraphs where appropriate

Target 3:
Ws/L2.4a – To punctuate sentences correctly using commas, apostrophes, and inverted commas as appropriate

Target 4:
Ww/L2.1a – To spell correctly words used most often in work, studies and daily life, including some familiar technical words

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 be developed. Tutors should use learners' responses as cues to develop interactions that allow the learners to be comfortable, and to demonstrate their oral abilities with topics that are of interest and relevance to them. You should not feel compelled to use all the questions or to stick rigidly to the level to which they are ascribed. You can also use your own questions if you think these are applicable and relevant.

If the learner is able to develop what s/he says beyond just answering the questions, this should be encouraged – it may be that her/his spoken English is above the level originally identified, in which case you may need to explore further at higher levels.

If the learner has problems responding to the questions, then there is probably no point using the pictures to explore further.

ESOL picture prompt task booklet

There are five sets of pictures, with four pictures in each set. They cover the following topics:

Set 1	**Sport**	Pictures 1a, 1b, 1c, 1d
Set 2	**Transport**	Pictures 2a, 2b, 2c, 2d
Set 3	**Food**	Pictures 3a, 3b, 3c, 3d
Set 4	**Family**	Pictures 4a, 4b, 4c, 4d
Set 5	**Town and country**	Pictures 5a, 5b, 5c, 5d

Choose a set of pictures and questions that you think will be interesting and relevant to the learner. While one set of pictures should suffice for the assessment, feel free to use another set if the conversation runs out or the learner does not seem very interested in the stimuli. You should give the learner all four pictures in the set.

Topics given for each set of pictures should be used **as a guide only**, and questions or topics above or below the level indicated should be used if this is considered appropriate. You can introduce topics more suitable for your learner's particular background if you prefer, or use your own pictures instead of those supplied. The more you use the materials, the more likely it is that you will no longer need to refer to the topics suggested.

The aim is to have a conversation rather than just asking for a description of the pictures. You should use the learners' responses as cues to develop interactions that allow the learners to be comfortable, and to demonstrate their oral abilities with topics that are interesting and relevant to them.

The conversation should be brought to an end when you feel that you have enough information to make a judgment in the areas included on the diagnostic grid. This will probably be around 10 or 15 minutes in most cases.

- 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 flow of the conversation.

For each of the areas included on the grid, you need to judge whether the learner's skills are 'emerging', 'consolidating' or 'established'. The definition of these three categories, and the action to be taken as a result, is as follows:

	Meaning	*Action*
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 learning plan
Established	The learner does not appear to have any problems with skills in this area.	Investigate at the level above

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?

Whatʼs 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?

<table>
<tr><td>**Set 4**
Families</td><td>Possible extension
• Childcare
• Teenage pregnancy
• Changes in family relationships
• Marriage and divorce

Note: May be sensitive subjects for some learners.</td></tr>
</table>

Entry 1   Who are these people? (e.g. mother/father/baby, etc.)

Entry 1/2   Tell me about these people.

Tell me about your family.

Note: Be aware of life experiences that might make this a distressing subject for some learners.

Entry 3   Which of these would you like to meet? Why?

Which is best – big families or small families? Why?

Level 1   What do you think life is like for these people?

What the benefits and disadvantages of being young or old?

Level 2   Which of these groups of people do you think have the best life? Why?

How do different cultures treat people of different ages?

<table>
<tr>
<td>**Set 5**
Town and country</td>
<td>Possible extension

• other places the learner has lived

• house buying/renting

• urbanisation/overpopulation

• poverty/housing problems</td>
</tr>
</table>

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.

Level	Questions	Comments
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?	

Level	Questions	Comments
Entry 1/2	Tell me about where you live. Possible prompts: • Where do you live? • Do you like it? (Why/why not?) • What are the shops like? • What do they sell? • What do you buy there? • Do you live in a house or a flat? • How many rooms does it have? • Does it have a garden? • Do you know your neighbours? • What are they like?	This might elicit descriptions of the learner's area or house/flat.

Level	Questions	Comments
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?	

Level	Questions	Comments
Entry 1/2	Do you watch TV? (If yes) What's your favourite TV programme? Tell me about it. Possible prompts: • What kind of programme is it? • What happens in it? • Why do you like it?	Some learners might mention a programme in their own language. Even if this is the case, ask the learner to describe it and tell you why they like it.
Entry 2	How often do you watch it?	

Level	Questions	Comments
Entry 1/2	What do you like to do in your free time? Tell me about it. (e.g. sports, cinema, activities with children, cooking, music, etc.)	These prompts should be expanded upon, depending on the learner, to include descriptions of activities and interests.
Entry 2	What are your favourite things that you own? Can you describe them? Why do you like them? Where did you get these things?	Again, this might generate opportunities for further discussion.

Level	Questions	Comments
Entry 1/2	Have you been to English classes before? Why do you want to learn English?	You might also ask what they think their strengths and weaknesses are in English (e.g. reading, writing, speaking, etc.) and any specialist areas they would like to use their English for. This might open into discussion of plans for the future (and the use of tenses to describe the future).
Entry 2	Tell me about your education. Possible prompts: • How old were you when you started/finished school? • What was school like? • Where did you go to school? • Did you go to college or university? (If yes) • What did you study?	Here the learner has an opportunity to use tenses to describe the past.

Speaking and listening assessment profiles

General information

Examine the learner's speaking and listening skills against each curriculum element at the level assessed to check if the learner has achieved them **throughout** the entire discourse. You may find that the learner's contribution does not cover the whole range required at the level.

- If the learner is demonstrating little or no understanding of the skill throughout the entire discourse, tick the 'Emerging' column.

- If the learner is demonstrating some aspect of the skill but not consistently throughout the discourse, tick the 'Consolidating' column.

- If the learner is demonstrating that her/his understanding of the skill is secure throughout the discourse, tick the 'Established' column.

Using the ICT reporting functions

To convert the assessment purely for the purposes of using the ICT version recording functions, give one mark for every 'Established' tick and enter the total score for the task in the *Paper-based Assessment* records in the ICT section with this title.

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

Name: _____   Date: _____

ENTRY 1	At this level adults will be expected to:	Tick the appropriate column		
	• listen and respond to spoken language, including simple narratives, questions and single-step instructions	Emerging	Consolidating	Established
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			

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

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/E1.1b	Listen for gist in short explanations and narratives	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/E1.2a	Listen for detail in short narratives and explanations	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/E1.2b	Listen for detail and respond, in a face-to-face situation			
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
Lr/E1.2d	Listen for phonological detail			Uses awareness of intonation and stress to aid own understanding
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/E1.5a	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

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 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: ....

ENTRY 1

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			

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	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	Poor body language and facial expression conveying little interest in exchange and response to the 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 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	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/E1.2e	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)

Curriculum reference	Emerging	Consolidating	Established
Lr/E1.5a Recognise a speaker's feelings and attitude	Little understanding of expressed feelings	Shows some awareness of speaker's feelings but not full understanding	Complete understanding of speaker's 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 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 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		Tick the appropriate column		
		Emerging	Consolidating	Established
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			
Lr/E1.2c	Listen for grammatical detail			
Lr/E1.2d	Listen for phonological detail			
Lr/E1.2e	Listen and extract key information			
Lr/E1.3a	Follow single-step instructions			
Lr/E1.3b	Follow directions			
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 – 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
Lr/E1.2d	Listen for phonological detail			Uses awareness of intonation and stress to aid own understanding
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

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: ....

ENTRY 1

At this level adults will be expected to:

- speak to communicate basic information, feelings and opinions on familiar topics

		Tick the appropriate column		
		Emerging	Consolidating	Established
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			

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ESOL: Entry 1: Profile grid for speak to communicate

Curriculum reference	Emerging	Consolidating	Established
Sc/E1.1a	Use word stress and intonation adequately so that simple facts can be understood	Little use of appropriate stress or intonation Inappropriate rising and falling intonation patterns Comprehension difficult for the listener	Use of rising and falling intonation Some use of appropriate word stress which aids understanding and meaning	Good and consistent use of stress and intonation which assists comprehension
Sc/E1.1b	Pronounce simple familiar words adequately to be comprehensible	Poor pronunciation which does not aid understanding for the listener	Most words are pronounced clearly with some inaccuracies	Pronunciation is consistently clear with few mispronunciations
Sc/E1.4a	Make simple statements of fact, using grammar suitable for the level	Hesitancy or minimal communication Many inaccuracies of structure	Some hesitation Some inaccuracies of structure	Little hesitation Few or no inaccuracies of structure
Sc/E1.4b	Give basic personal information (e.g. name, country of origin, address)	Poor understanding of requests for information Response limited or inadequate	Some understanding of main points of requests Partial response	Complete understanding of requests for information Complete and full response
Sc/E1.4d	Give a description, using simple 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/E1.1c	Express likes and dislikes and simple views			

ESOL: Entry 1: Diagnostic grid for engage in discussion

Name: .... Date: ....

ENTRY 1 At this level adults will be expected to: • engage in discussion with another person in a familiar situation about familiar topics	Tick the appropriate column		
	Emerging	Consolidating	Established
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

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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			

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/E2.7a	Follow the gist of discussions		
Lr/E2.7b	Follow the main points of discussions		

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	Has wholly understood gist of explanation
Lr/E2.2a Listen for detail in short narratives and explanations		Can identify some specific points of detail	Can identify detail from the narrative or explanation as appropriate for the level
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
Lr/E2.2d Listen for phonological detail			Uses awareness of intonation and stress to aid own understanding
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 Does not separate the general from the specific	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			

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

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/E2.1c	Listen for gist in a conversation			
Lr/E2.1d	Listen for gist and respond, in face-to-face situations			
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/E2.3c	Extract straightforward information for a specific purpose			
Lr/E2.5a	Listen and respond to requests for action/permission			
Lr/E2.5b	Respond to requests for information			
Lr/E2.6a	Listen to and identify simply expressed feelings and opinions			
Lr/E2.6b	Take part in social interaction			
Lr/E2.6c	Take part in more formal interaction			

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

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/E2.7a	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	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/E2.1c	Listen for gist in a conversation	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	Has wholly understood gist of explanation
Lr/E2.1d	Listen for gist and respond, in face-to-face situations		Can identify some specific points of detail	Can identify detail from the narrative or explanation as appropriate for the level
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 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
Lr/E2.2d	Listen for phonological detail			Uses awareness of intonation and stress to aid own 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/E2.5a	Listen and respond to requests for action/permission	Little or no comprehension and response	Some comprehension and response	Fully understands and responds appropriately
Lr/E2.5b	Respond to requests for information			

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

Curriculum reference	Emerging	Consolidating	Established
Lr/E2.6a	Listen to and identify simply expressed feelings and opinions	Little understanding of expressed feelings and opinions	Shows some awareness of speaker's feelings and opinions but not full understanding	Complete understanding of speaker's feelings, attitude and opinion
Lr/E2.6b	Take part in social interaction	Little recognition and response to greetings and introductions as appropriate for the setting	Some interaction showing awareness of greetings and introductions as appropriate for setting	Good understanding and response to greetings and introductions
Lr/E2.6c	Take part in more formal interaction			
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/E2.8a	Follow the main points of discussions	Does not separate the general from the specific		

ESOL: Entry 2: Diagnostic grid for speak to communicate

Name: ....   Date: ....

ENTRY 2

At this level adults will be expected to:

• speak to communicate information, feelings and opinions on familiar topics

Tick the appropriate column

	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			
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 part 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)			

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Literacy: Entry 2: Diagnostic grid for engage in discussion

Name: .... Date: ....

ENTRY 2

At this level adults will be expected to:

- engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics

		Tick the appropriate column		
		Emerging	Consolidating	Established
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

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

Name: .... Date: ....

ENTRY 3

At this level adults will be expected to:

- 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

		Tick the appropriate column		
		Emerging	Consolidating	Established
Lr/3.1a	Recognise context and predict meaning in a range of listening contexts and oral interactions			
Lr/E3.1b	Listen for the gist of information or narrative on radio or TV			
Lr/E3.1c	Listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone			
Lr/E3.2a	Listen for detail in narratives and explanations			
Lr/E3.2b	Listen for detail in a face-to-face situation or on the phone			
Lr/E3.2c	Listen for detailed instructions			
Lr/E3.2d	Listen for grammatical detail			
Lr/E3.2e	Listen for phonological detail			
Lr/E3.3a	Listen for relevant and new information on radio, TV or in a live presentation			
Lr/E3.4a	Clarify and confirm understanding through verbal and non-verbal means			

Name: _____   Date: _____

ENTRY 3

At this level adults will be expected to:

- 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

		Tick the appropriate column		
		Emerging	Consolidating	Established
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

Curriculum reference	Emerging	Consolidating	Established
Lr/3.1a Recognise context and predict meaning in a range of listening contexts and oral interactions	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/E3.1b Listen for the gist of information or narrative on radio or TV	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	Has wholly understood gist of explanation
Lr/E3.1c Listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone		Can identify some specific points of detail	Can identify detail from the narrative or explanation as appropriate for the level
Lr/E3.2a Listen for detail in narratives and explanations	Little identification of detail as appropriate for the level	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/E3.2b Listen for detail in a face-to-face situation or on the phone	Poor use of body language and facial expression in response to speaker		
Lr/E3.2c Listen for detailed instructions			
Lr/E3.2d Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/E3.2e Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	Good identification of stress to aid word recognition
Lr/E3.3a Listen for relevant and new information on radio, TV or in a live presentation	Little identification and selection of information	Some identification and selection of information	Good identification and selection of information

Curriculum reference	Emerging	Consolidating	Established
Lr/E3.4a	Clarify and confirm understanding through verbal and non-verbal means	Little use of appropriate interruption strategies Does not confirm own understanding	Some use of appropriate interruption strategies Some confirmation of own understanding	Good use of appropriate interruption strategies Confirms own understanding
Lr/E3.5a	Respond to requests for action	Little use of appropriate phrases to show willingness	Some use of appropriate phrases to show willingness	Good use of appropriate phrases to show willingness
Lr/E3.5b	Respond to requests for information	Little recognition of question types, verb forms and time markers as appropriate to level	Some recognition of question types, verb forms and time markers as appropriate to level	Good recognition of question types, verb forms and time markers as appropriate to level
Lr/E3.7c	Follow and participate in a discussion	Little recognition of main points made by other speakers Little linkage of own contribution to that of other speakers by discourse markers	Some recognition of main points made by other speakers Some linkage of own contribution to that of other speakers by discourse markers	Good recognition of main points made by other speakers Good linkage of own contribution to that of other speakers by discourse markers
Lr/E3.7d	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: Entry 3: Diagnostic grid for listen and respond – conversations and discussions

Name: .... Date: ....

ENTRY 3

At this level adults will be expected to:

- 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

		Tick the appropriate column		
		Emerging	Consolidating	Established
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			

Name: _____ Date: _____

ENTRY 3

At this level adults will be expected to:

- 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

Tick the appropriate column

		Emerging	Consolidating	Established
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 Recognise context and predict meaning in a range of listening contexts and oral interactions	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 Listen for detail in a face-to-face situation or on the phone			
Lr/E3.2d Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/E3.2e Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	Good identification of stress to aid word recognition
Lr/E3.3b Listen for relevant and new information in face-to-face situations or on the phone	Little identification and selection of information	Some identification and selection of information	Good identification and selection of information
Lr/E3.4a Clarify and confirm understanding through verbal and non-verbal means	Little use of appropriate interruption strategies Does not confirm own understanding	Some use of appropriate interruption strategies Some confirmation of own understanding	Good use of appropriate interruption strategies Confirms own understanding
Lr/E3.5a Respond to requests for action	Little use of appropriate phrases to show willingness	Some use of appropriate phrases to show willingness	Good use of appropriate phrases to show willingness
Lr/E3.5b Respond to requests for information	Little recognition of question types, verb forms and time markers as appropriate to level	Some recognition of question types, verb forms and time markers as appropriate to level	Good recognition of question types, verb forms and time markers as appropriate to level

Curriculum reference		Emerging	Consolidating	Established
Lr/E3.6a	Recognise a variety of feelings expressed by another speaker	Little identification of other speakers' feeling by intonation, stress and vocabulary	Some identification of other speakers' feeling by intonation, stress and vocabulary	Good identification of other speakers' feeling by intonation, stress and vocabulary
Lr/E3.6b	Listen and respond appropriately to other points of view	Little identification of main points and recognition of others' points of view Does not indicate agreement/disagreement	Some identification of main points and recognition of others' points of view Some indication of agreement/disagreement	Good identification of main points and recognition of others' points of view Indicates agreement/disagreement
Lr/E3.7a	Listen for the gist of a discussion	Little recognition of context of discussion, level of formality and purpose	Some recognition of context of discussion, level of formality and purpose	Good recognition of context of discussion, level of formality and purpose
Lr/E3.7b	Follow a discussion without actively participating, e.g. on TV	Little identification of opinion and/or factual information Little understanding of vocabulary associated with the topic	Some identification of opinion and/or factual information Some understanding of vocabulary associated with the topic	Good identification of opinion and/or factual information. Good understanding of vocabulary associated with the topic
Lr/E3.7c	Follow and participate in a discussion	Little recognition of main points made by other speakers Little linkage of own contribution to that of other speakers by discourse markers	Some recognition of main points made by other speakers Some linkage of own contribution to that of other speakers by discourse markers	Good recognition of main points made by other speakers Good linkage of own contribution to that of other speakers by discourse markers
Lr/E3.7d	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: Entry 3: Diagnostic grid for speak to communicate

Name: ....   Date: ....

ENTRY 3

At this level adults will be expected to:

- speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

		Tick the appropriate column		
		Emerging	Consolidating	Established
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 relevant points and responding to what others say to reach a shared understanding about familiar topics

		Tick the appropriate column		
		Emerging	Consolidating	Established
Sd/E3.1a	Take part in social interaction			
Sd/E3.1b	Take part in more formal interaction			
Sd/E3.1c	Express feelings, likes and dislikes			
Sd/E3.1d	Express views and opinions			
Sd/E3.1e	Make suggestions/give advice			
Sd/E3.1f	Make arrangements/make plans with other people			
Sd/E3.1g	Relate to other speakers			
Sd/E3.2a	Ask about other people's feelings and opinions			
Sd/E3.2b	Understand the turn-taking process			

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	Good use of polite intonation	Good use of polite intonation
Sd/E3.1e	Make suggestions/give advice	Difficulties in accommodating unpredictability in interactions	Some use of intonation	Good use of modal verbs
Sd/E3.1f	Make arrangements/make plans with other people	Some difficulty in use of modal verbs	Reasonable use of modal verbs	
Sd/E3.1g	Relate to other speakers	Own contributions show little evidence of following others' contributions	Shows s/he has listened to some of the other contributions	Own contributions show that s/he has followed and developed/summarised others' contributions
Sd/E3.2a	Ask about other people's feelings and opinions	Poor construction of types of question and use of intonation	Some construction of types of question and some use of intonation	Good construction of types of question and use of intonation
Sd/E3.2b	Understand the turn-taking process	Poor observation of turn-taking conventions	Reasonable observation of turn-taking conventions	Good observance of turn-taking conventions

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

		Tick the appropriate column		
		Emerging	Consolidating	Established
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			
Lr/L1.2c	Understand spoken instructions	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/L1.2d	Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/L1.2e	Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	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			

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

Curriculum reference	Emerging	Consolidating	Established
Lr/L1.5a	Respond to questions on a range of topics	Little recognition of question types, register and information required	Some recognition of question types, register and information required	Good recognition of question types, register and information required
Lr/L1.6d	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 listen and respond – conversations and discussions

Name: _____ Date: _____

Tick the appropriate column

		Emerging	Consolidating	Established
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/L1.1b	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond			
Lr/L1.2b	Listen and respond, adapting to speaker, medium and context			
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/L1.6a	Listen for gist in a discussion			
Lr/L1.6b	Follow a discussion without participating, e.g on TV			
Lr/L1.6c	Follow and participate in a discussion			
Lr/L1.6d	Recognise features of spoken language			

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

Curriculum reference		Emerging	Consolidating	Established
Lr/L1.1b	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Little recognition of purpose or context of information Little use of range of markers including positive response markers	Some recognition of purpose or context of information Some use of range of markers including positive response markers	Good recognition of purpose or context of information Good use of range of markers including positive response markers
Lr/L1.2b	Listen and respond, adapting to speaker, medium and context	Little identification of different forms of expression, level of formality, intonation and body language	Some identification of different forms of expression, level of formality, intonation and body language	Good identification of different forms of expression, level of formality, intonation and body language
Lr/L1.2d	Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/L1.2e	Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	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	Some demonstration of range of strategies to aid clarification Some use of appropriate interruption strategies	Demonstrates range of strategies to aid clarification Good use of appropriate interruption strategies
Lr/L1.4a	Provide feedback and confirmation when listening to others	Does not confirm own understanding	Some confirmation of own understanding	Confirms own understanding
Lr/L1.5a	Respond to questions on a range of topics	Little recognition of question types, register and information required	Some recognition of question types, register and information required	Good recognition of question types, register and information required
Lr/L1.6a	Listen for gist in a discussion	Little identification of main gist	Some identification of main gist	Good identification of main gist
Lr/L1.6b	Follow a discussion without participating, e.g. on TV	Little identification of purpose of range of statements	Some identification of purpose of range of statements	Good identification of purpose of range of statements

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

Curriculum reference	Emerging	Consolidating	Established
Lr/L1.6c	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/L1.6d	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 to take account of the listener(s) and medium

		Tick the appropriate column	
	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)			
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)			
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			
Sc/L1.4 Present information and ideas in a logical sequence, including detail and developing ideas			
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)			

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

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

		Tick the appropriate column		
		Emerging	Consolidating	Established
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	Little awareness of changes in register between speakers when performing introductions, taking leave, inviting, accepting or refusing invitations	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	Does not cope with the range of situations Little use of intensifiers and appropriate intonation	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.	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/L1.2a	Express views and opinions	Poor use of polite intonation	Some use of intonation	Good use of intonation
Sd/L1.2b	Give advice, persuade, warn, etc.	Difficulties in accommodating unpredictability in interactions	Reasonable use of modal verbs	Good use of modal verbs
Sd/L1/2c	Plan action with other people	Some difficulty in use of modal verbs		
Sd/L1.3a	Involve other people in a discussion	Little involvement of other speakers Does not ask for advice and guidance Demonstrates little or no use of non-verbal signalling or suitable phrases	Some involvement of other speakers Some requests for advice and guidance Demonstrates some use of non-verbal signalling or suitable phrases	Good involvement of other speakers Asks for advice and guidance Demonstrates use of non-verbal signalling or suitable phrases
Sd/L1.4a	Use appropriate phrases for interruption	Little understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions	Some understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions	Good understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions

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	Tick the appropriate column		
	Emerging	Consolidating	Established
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/L2.2c	Understand spoken instructions			
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/L2.4b	Recognise features of spoken language			

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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-taking conventions or appropriate interruption strategies	Extracts some information for intended purpose and recognises discourse markers Demonstrates turn-taking conventions and some appropriate interruption strategies	Extracts information for intended purpose and recognises discourse markers Demonstrates turn-taking conventions and appropriate interruption strategies
Lr/L2.2a	Listen to a narrative or conversation	Does not recognise context and level of formality Does not follow pattern of conversation and understand use of discourse markers	Recognises some context and level of formality Follows pattern of conversation and understands use of discourse markers	Recognises context and level of formality Follows pattern of conversation and understands use of discourse markers
Lr/L2.2b	Listen and respond, adapting to speaker, medium and context			
Lr/L2.2c	Understand spoken instructions	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/L2.d	Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/L2.2e	Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	Good identification of stress to aid word recognition
Lr/L2.3a	Respond to detailed or extended questions on a range of topics	Little recognition of question types, register and information required	Some recognition of question types, register and information required	Good recognition of question types, register and information required
Lr/L2.4b	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 2: Diagnostic grid for listen and respond – conversations and discussions

Name: _____ Date: _____

LEVEL 2 At this level adults will be expected to: • 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	Tick the appropriate column		
	Emerging	Consolidating	Established
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, e.g. radio, presentations	Little recognition of purpose or context of information	Some recognition of purpose or context of information	Good recognition of purpose or context of information
		Little use of range of markers including positive response markers	Some use of range of markers including positive response markers	Good use of range of markers including positive response markers
Lr/L2.1b	Extract information from extended explanations face-to-face or on the telephone, and respond	Little identification of different forms of expression, level of formality, intonation and body language	Some identification of different forms of expression, level of formality, intonation and body language	Good identification of different forms of expression, level of formality, intonation and body language
Lr/L2.2a	Listen to a narrative or conversation	Does not recognise context and level of formality	Recognises some context and level of formality	Recognises context and level of formality
		Does not follow pattern of conversation and understand use of discourse markers	Follows pattern of conversation and understands use of discourse markers	Follows pattern of conversation and understands use of discourse markers
Lr/L2.2b	Listen and respond, adapting to speaker, medium and context	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/L2.2e	Listen for phonological detail	Little identification of stress to aid word recognition	Some identification of stress to aid word recognition	Good identification of stress to aid word recognition
Lr/L2.d	Listen for grammatical detail	Little identification of key grammatical features appropriate for the level	Some identification of key grammatical features appropriate for the level	Good identification of key grammatical features appropriate for the level
Lr/L2.3a	Respond to detailed or extended questions on a range of topics	Little recognition of question types, register and information required	Some recognition of question types, register and information required	Good recognition of question types, register and information required
Lr/L2.4a	Follow and participate in a discussion or conversation	Does not discriminate between fact and opinion	Shows some discrimination between fact and opinion	Discriminates between fact and opinion
		Does not recognise inference, use of informal expressions or use of structures	Recognises some inference, shows some use of informal expressions and shows some range of structures, vocabulary and intonation	Recognises inference, use of informal expressions and uses a wide range of structures, vocabulary and intonation
		wide range of structures, vocabulary and intonation		
Lr/L2.4b	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 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

		Tick the appropriate column	
	Emerging	Consolidating	Established
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)			

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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	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.	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
Sc/L2.5	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding	Information is not developed and supported by further detail	Little hesitancy Fairly fluent communication Little hesitancy Some inaccuracies of structure using 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
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)	Expresses very few personal opinions or feelings Cannot support opinions expressed	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: ....

LEVEL 2 At this level adults will be expected to: • 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	Tick the appropriate column		
	Emerging	Consolidating	Established
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			

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	Some demonstration of productive contributions which help to move discussion to a conclusion	Demonstrates productive contributions which help to move discussion to a conclusion
		Little use of discourse markers to link contributions of other speakers	Some use of discourse markers to link contributions of other speakers	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 interaction	Shows some initiation and ability to sustain social interaction	Initiates and sustains social interaction
Sd/L2.2b	Take part in more formal interaction	Does not fully cope with difficult and stressful interactions	Is able to cope with some difficult and stressful interactions	Copes with difficult and stressful interactions
Sd/L2.2c	Express views, opinions, feelings, wishes	Does not use the range of grammatical forms, modal verbs and range of formal and informal vocabulary as appropriate for the level	Uses some of the range of grammatical forms, modal verbs and range of formal and informal vocabulary as appropriate for the level	Uses the range of grammatical forms, modal verbs and range of formal and informal vocabulary as appropriate for the level
Sd/L2.2d	Persuade, warn, rebuke, etc.			
Sd/L2.3a	Use appropriate phrases for interruption and change of topic	Little understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions	Some understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions	Good understanding and demonstration of strategies for interruption and dealing with unwelcome interruptions
Sd/L2.4a	Support opinions and arguments with evidence	Does not use the range of grammatical forms and range of vocabulary as appropriate for the level	Uses some of the range of grammatical forms and range of vocabulary as appropriate for the level	Uses the range of grammatical forms and range of formal and informal vocabulary as appropriate for the level
Sd/L2.5a	Use strategies intended to reassure, e.g. body language and appropriate phraseology	Does not use appropriate strategies to indicate disagreement and reassurance	Uses some appropriate strategies to indicate disagreement and reassurance	Uses appropriate strategies to indicate disagreement and reassurance

Free writing marking checklist

General information on using the ESOL writing profiles

Examine the learner's free writing against each curriculum element at the level assessed, to check if the learner has achieved them **throughout** the piece of writing. You may find that the learner's writing does not cover the whole range required at the level.

- If the learner is demonstrating little or no understanding of the skill throughout the piece of work, tick the 'Emerging' column.

- If the learner is demonstrating some aspect of the skill but not consistently throughout the piece of work, tick the 'Consolidating' column.

- If the learner is demonstrating that her/his understanding of the skill is secure throughout the piece of work, tick the 'Established' column.

Using the ICT reporting functions

To convert the assessment purely for the purposes of using the ICT version recording functions, give one mark for every 'Established' tick and enter the total score for the task in the *Paper-based Assessment* records in the ICT section with this title.

Free writing marking checklist – Entry 1

Name: .... Date: ....

ENTRY 1	Curriculum elements

		Tick the appropriate column		
		Emerging	*Consolidating*	*Established*
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 *Adult ESOL Core Curriculum*)			
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			
		Tick the appropriate column		
		Emerging	Consolidating	Established
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 *Adult ESOL Core Curriculum*)			
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			

Free writing marking checklist – Entry 3

Name: .... Date: ....

ENTRY 3	Curriculum elements			
		Tick the appropriate column		
		Emerging	*Consolidating*	*Established*
Wt/E3.1	Plan and draft writing			
Wt/E3.2	Organise writing in short paragraphs			
Wt/E3.3a	Sequence chronological writing through the use of discourse markers and conjunctions			
Wt/E3.4	Proof-read and correct writing for grammar and spelling			
Ws/E3.1a	Write using complex sentences (see the *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)			
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/E3.1b	Apply knowledge of strategies to aid with spelling			
Ww/E3.2	Produce legible text			

Free writing marking checklist – Level 1

| Name: .... | | Date: .... |

LEVEL 1	**Curriculum elements**

		Tick the appropriate column		
		Emerging	*Consolidating*	*Established*
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 *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)			
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**			
		Tick the appropriate column		
		Emerging	*Consolidating*	*Established*
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			
WtL2.6	Use different styles of writing for different purposes, e.g. *persuasive techniques, supporting evidence, technical vocabulary*			
Wt/L2.8	Proof-read and revise writing for accuracy and meaning			
Ws/L2.1	Construct complex sentences (see the *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)			
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.

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

	Meaning	*Action*
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 learning plan
Established	The learner does not appear to have any problems with skills in this area	Investigate at the level above

Note: If most or all skills are assessed as 'Emerging', it is probable that the learner is not actually working at this level for writing. The writing should then be re-assessed using the diagnostic grid for the level below. Similarly, if all areas are 'Established', the grid for the level above should be completed.

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

ENTRY 1		Tick the appropriate column		
		Emerging	Consolidating	Established
Wt/E1.1	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 *Adult ESOL Core Curriculum*)		✔	
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/E1.2	Write the letters of the alphabet using upper and lower case		✔	

Commentary on Entry 1 script

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

Entry 2 – diagnostic grid completed by tutor

ENTRY 2		Tick the appropriate column		
		Emerging	Consolidating	Established
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 *Adult ESOL Core Curriculum*)		✓	
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		✓	

Commentary on Entry 2 script

Wt/E2.1a *Compose simple text*	E	Although there is not a lot of grammatical connection between the sentences, there is a logical sequence of information, and the learner clearly understands how to form a simple cohesive text.
Ws/E2.1 *Construct simple and compound sentences*	C	There does not appear to be a problem with forming simple sentences with correct word order. There is some evidence of use of conjunctions to form a compound sentence, with a correct use of *but* in the second sentence, although the second example of this *(but my mather. . .)* is not connected either in meaning or punctuation to the previous sentence. Attempts at more complex sentences lead to errors or omission of words or sentence elements. However, this learner still needs to learn some aspects of Entry 2 sentence structure. The more complex sentences would be at Entry 3 level. This learner's ILP would therefore need to include learning to understand and use compound sentences with simple conjunctions.
Ws/E2.2 *Use common adjectives*	eM/C	There are examples of correct use of *nice, hot* and *cold* following *is.* However, there is no evidence to show whether or not she can use adjectives in other positions, or can use comparative forms correctly. The best advice would be to investigate the learner's knowledge and use of adjectives further. To do this, the speaking materials could be used, with the learner being asked to describe a picture. Alternatively, it could be investigated during class activities. If work is needed in this area, this can then be added to the ILP at a later stage.
Ws/E2.3 *Use punctuation correctly*	eM	The learner clearly understands the use of capital letters and full stops at sentence boundaries. There are, however, some errors in capitalisation. It is possible that this is just a result of not checking and editing, but there are also some signs that she may have problems distinguishing between upper and lower case letters. Note, for example, that a capital *i* is used correctly for the first person singular, but not used correctly at the beginning of the fourth sentence. This, along with the incorrectly used capitals in *LONdon* and *Hot* suggest that this should be checked. The Literacy Entry 1 alphabet task (Task 1), could be used to assess letter recognition, and she could also be asked to write both upper and lower case letters. There is no evidence of use of the question mark. Commas could have been used in the list of family members in the sixth sentence, but *and* is used instead. The Literacy Entry 2 punctuation task (Task 11) could be used to assess these aspects.

Commentary on Entry 2 script *(continued)*

Ws/E2.4 *Use a capital letter for proper nouns*	C	The learner shows clear evidence of correct use of capitals in *Saudi Arabia* and *English*. However, there is also an error in *london*. The comments made above about the need to investigate use of upper and lower case in more depth also apply here. It may be that the correct capitalisation is just because the words are so familiar. It is possible that she may not be able to apply the rule to all nouns, but also possible that she does not always clearly distinguish between the formation of upper and lower case.
Ww/E2.1 *Spell correctly the majority of personal details and familiar common words*	E	The majority of personal details and common words are spelt correctly. The error in *mather* may be a confusion with the spelling of *father*. The learner does not appear to need to spend a lot of time on the spelling aspects of Entry 2 – although this should nevertheless be monitored further as this is only a small sample of writing.
Ww/E2.2 *Produce legible text*	C	The writing has been redesigned to protect the learner's identity. The handwriting did suggest there were some problems with letter formation, which supports the points made above about upper and lower case.

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		
		Emerging	Consolidating	Established
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 *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)		✔	
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

Wt/E3.2 *Organise writing in paragraphs*	C	Paragraphs are used. The division between the first and the second is logical, but the second and third are more confused in their organisation. Each of these paragraphs has general comments about England followed by some personal information. A better arrangement would have been to have one paragraph for each of these topics. Further work on paragraph structure would be of benefit.
Wt/E3.3 *Sequence chrono-logical writing*	C	The first paragraph demonstrates the use of chronological sequencing. *Then* is used correctly, and *sometimes late* appears to be an attempt at *some time later.* The learner would probably benefit from learning a wider range of discourse markers.
Ws/E3.1 *Use complex sentences*	eM	There is one example of a correctly formed relative clause in *I'm from France where I was born.* Most sentences, however, are strings of simple sentences divided by commas. Attempts at more complex sentence structure leads to omission of verbs or problems with word order (e.g. the first sentence of paragraph 2, and the first in paragraph 3). Since the learner appears not to be entirely secure with compound sentences, and is only beginning to attempt complex sentences, this area needs to be a priority on the ILP.
Ws/E3.2 *Use correct grammar for level*	C	There are examples of correct use of grammatical forms which are at Entry 3 in the curriculum. There are errors in the use of *will* instead of *would*, and an example of article omission in *long time.*
Ws/E3.3 *Use correct punctuation for level*	eM/C	Although commas are used in places where a full stop would be appropriate, this appears to be because of problems deciding on sentence boundaries, rather than confusion about the function of the full stop. Capital letters are used at the beginning of most sentences, but are omitted in two places. There is no opportunity to assess use of question marks or exclamation marks. There is, however, an example of correct use of a semi-colon. The Literacy Entry 3 punctuation task could be used to further investigate knowledge of punctuation rules.

Commentary on Entry 3 script *(continued)*

Ww/E3.1 *Spell correctly common words and key words*	C	Spelling errors appear to be the result of interference from French *(informatique, mariage).* Elsewhere, common words are spelt correctly, and there are examples of correct spelling of more complex words *(opportunities, community).*
Ww/E3.2 *Produce legible text*	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 documentry 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. Al these feeling happen to me when I am watching live footbal 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 documentry films and some comedy films.

Level 1 – diagnostic grid completed by tutor

LEVEL 1		Tick the appropriate column		
		Emerging	Consolidating	Established
Wt/L1.3	Present information in a logical sequence, using paragraphs where appropriate		✓	
Ws/L1.1a	Write using complex sentences (see the *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)		✓	
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 *Present information in logical sequence*	C	The text has a logical structure and paragraphs are used appropriately. The opening paragraph introduces the writer's four favourite types of programme, and the succeeding paragraphs then describe each type in turn. It would probably be advisable to check further with other types of writing, to establish whether text organisation is as secure when the task is more complex.
Ws/L1.1 *Use complex sentences*	eM	Simple and compound sentence structure is secure, and there are signs that the learner is experimenting with lengthening sentences and increasing the range of sentence types used. There is some indication that attempts at longer and more complex sentences may lead to errors or omissions (e.g. the final sentence in the second paragraph). Other sentences are short and simple (e.g. in paragraph 4), or are made longer by using a string of conjunctions (e.g. *I feel that I am playing...* in paragraph 2). The learner would probably benefit from learning a wider range of sentence connectives and increasing the variety of sentence types used.
Ws/L1.2 *Use grammar suitable for level*	C	Grammatical forms which are part of the curriculum at lower levels are mainly secure. The writing does not use a wide range of grammatical forms, but there is a good standard of accuracy in those used. An area which clearly needs working on is in the use of phrasal quantifiers and determiners and singular/plural distinctions, e.g. *Al these feelings....* *science programme....* *this sort of films...*
Ws/L1.3 *Punctuate correctly*	C	Sentence punctuation is correct, there are examples of the use of commas in lists, and commas are correctly used to separate clauses in the second paragraph. However, there are also examples of missing commas (e.g. in the second sentence of paragraph 2). There are no examples of other areas of punctuation. To check knowledge of punctuation further, the Literacy Level 1 punctuation task could be used (Task 5).

Commentary on Level 1 script *(continued)*

Ww/L1.1 *Spell correctly*	C	Spelling errors are infrequent *(documentry, rich).* 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 *(football/footbal, all/Al, one/on).* 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 *Produce legible text*	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.

Mister Mandela the ex-president of South Africa is one of the few people who have inspired me as an African person. He tops my list because of who he is and what he does. He spent 27 years in jail for what he beleives was right.

There were time he was asked to give up his beleif for freedom but he refused to do so. He fought for the liberation of the black man and woman of South Africa.

He also fought for equal right between black people and white people before he went to prison. When he was finaly released in 1990, every black person in South Africa was hoping that he will declare war to white people who kept him in prison for so long. He came out of prison and forgave those who oppresed him.

In 1994, when he was elected president of South Africa, he created a rainbow nation. He welcomed the white man in his government. He wanted to work side by side with those who jailed him for 27 years.

He said that he went to jail and stayed in jail so that people should have equal right. White and black people in South Africa have equal right today. This is something that is very rare in African country. Mr Mandela has inspired me because of his integrity and love he has shown to his enemy of yesterday.

He actualy said that, there have never been an enemy but an adversary. He has done more than most religious people will do in this world. If all the African presidents could learn from this man, we will see a brighter tomorrow in Africa. Mandela is my hero. God bless him and God bless Africa.

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 *Adult ESOL Core Curriculum* 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 *Adult ESOL Core Curriculum*)		✓	
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 (e.g. use of *however*).
Ws/L2.1 *Use a range of sentence structure*	C	The learner is clearly able to use a range of sentence structures correctly, including quite complex sentences with several subordinate clauses. However, selection of appropriate sentence structure is not entirely secure. For example, in the fifth paragraph, several short simple sentences are used, which interrupts the fluency of the argument. The learner probably needs to develop skills in effective choice of sentence structure.
Ws/L2.2 *Use correct grammar for level*	C	The only consistent error of which there is evidence here is in the use of plural *s* (e.g. *equal right*, *African country*). This may be an editing problem rather than a grammatical problem, and it would be useful to ask the learner to check and, if possible, correct this and other errors.
Ws/L2.4 *Use pronouns so that their meaning is clear*	E	A range of pronouns is used correctly and appropriately.
Ws/L2.4 *Punctuate correctly, use a range of punctuation*	C	The range of punctuation used is not wide, and there are some errors in the use of commas to separate clauses. It would be useful to ask the learner to try the Literacy Level 2 punctuation task (Task 7).

Commentary on Level 2 script *(continued)*

Ww/L2.1 *Spell correctly words used most often*	C	There are some spelling errors in words with double consonants *(finaly, oppresed, actualy).* There is also an error in *beleive/beleif.* Some other quite complex words are correctly spelt, e.g. *integrity, adversary.* 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.
Ww/L2.2 *Produce legible text*	C	The writing has been redesigned to protect the learner's identity. 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.

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.

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 s/he feels s/he most needs to improve.

On the evidence of this piece of writing, the learner can write fluently and persuasively, with a logical structure and a range of sentence types. S/he would benefit from ensuring careful editing and from discussing how to select and vary sentence structure to achieve the desired effects.

The issue of whether handwriting needs to improve depends very much on the learner's present and future needs. If most handwriting is likely to be for informal purposes, with other writing done on a word processor, it may not be something the learner wants to spend time on. However, if s/he is likely to need to produce handwritten text for more formal purposes, s/he may wish to improve the appearance and clarity of his writing.

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 appropriate provision and be of use to the class teacher, for example information about previous educational background, life aims, interests and learning goals

- giving learners the opportunity to learn something about the institution and the ESOL learning programme they are entering and establishing a rapport

- giving learners the opportunity to make choices, where possible, about the learning programmes they join.

ESOL learners

Many ESOL learners have been very successful at an academic and/or professional level in their own countries and have a great desire to access educational opportunities. They will not have experienced difficulties at school and will not be inhibited by educational surroundings, although culturally the concept of an assessment interview (as opposed to a test) may be new to them.

Some ESOL learners may have had very limited education – sometimes no formal education at all, while a number of young adults may have had seriously disrupted educational experience due to war in their countries. These students may have very limited first language literacy and there may be gaps in their education.

Many ESOL students are from refugee backgrounds and have experienced trauma and terror. Certain questions or 'topics' should be handled with great sensitivity and/or avoided, e.g. questions about their families or their countries.

Criteria for placement

Criteria for the placement of ESOL learners in graded classes can differ, but since September 2002, initial assessment must be linked to the standards. Although most institutions conduct some form of initial assessment of literacy skills as well as oral competence, in some organisations, it is the learner's oral skills that primarily dictate the placement into a class, whereas in others, it is the learner's written competence and grammatical accuracy which forms the basis for the placement. Learners with a spiky profile, whose literacy is far lower than their oral competence, may be referred to specialist ESOL literacy provision in addition to, or as part of, their learning programme. Initial assessment is not an in-depth, diagnostic assessment but is intended as a broad-brush assessment which gives a strong indication of level for the purpose of placing a learner in appropriate provision.

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 in this country – e.g. the use of tapes, videos, group and pair work, the importance of practising speaking in class, the need for folders and record keeping, facilities for learning (e.g. the library, the learning centre), etc.

Procedure

The procedures for conducting initial assessment interviews may vary and the language level of the learner being interviewed will affect the extent to which the procedure is simplified. The following is an example of the way in which initial assessment can be conducted.

- Introductions and welcome

- General information about the institution and classes, and an explanation of the interview procedure

- Structured interview, following a series of questions which are linked to an initial interview form. (These questions form the basis for a dialogue between the learner and the interviewer and are used flexibly.)

- Use of picture prompts and questions to elicit a wider range of language are used as necessary.

Learners may be asked to read short graded texts to help gauge their reading skills. They may also be asked to do a written task (filling in a simple form, doing a short piece of free writing or taking a short test).

Questions to ask at the initial interview to determine the ESOL stage of spoken English

Entry 1

What's your family name?

What's your first name?

Have you got a telephone number?

What's your address?

How old are you?

What's your date of birth?

Do you need to bring any small children with you?

Which languages do you speak?

Are you a refugee?

Do you want morning, afternoon or evening classes?

Do you live near the centre?

Entry 1

The learner can:

- answer simple questions about her/himself, e.g. Where do you live? Do you live near the centre?

- ask simple questions about the course

- answer questions using more than one word – though structures may vary

Entry 2

What do you want to do in the future? A job? College course?

Have you been to English classes before? Where? For how long?

What problems do you have with English? Reading? Writing? Understanding?

What did you do in....(country of origin)? Did you have a job? Go to university?

Are you working now? What kind of job are you looking for?

Entry 2

The learner can:

- answer a range of questions about her/himself and familiar topics, using a wider range of structures and tenses, though not always accurately or consistently

- ask questions about courses, e.g. levels, days, times

- express preferences with reasons

- produce extended spoken text, if fairly short, using whole sentences within familiar topics.

Entry 3 Tell me about your plans for the future. What do you hope to get from an English course? Are you interested in any other classes, for example, computing or office skills? How did you get to this centre? How did you find out about this centre? Would you be able to attend this class regularly? Do you need to get a qualification from this class?	**Entry 3** The learner can: • hold a conversation on a range of familiar topics • use a range of structures and tenses, including simple, compound and complex sentences, though not always accurately • check back and correct misunderstandings • speak confidently though may lack accuracy and fluency • understand and answer more complex questions regarding qualifications/other interests.
Level 1 How did you learn English? What are your feelings about the best way to learn a language? Have you learnt any other language? If so, how did you learn it? Why do you need to improve your English?	**Level 1** The learner can: • hold an extended conversation on a range of familiar and unfamiliar topics • use a wide range of structures and tenses and modify register/vocabulary according to the situation and relationship with other speaker(s) • self-correct • speak with confidence and fluency, though may lack consistent accuracy
Level 2 (Get students to expand on their answers.) In what situations do you find that you have difficulties with your English? Do you read newspapers in English? Can you understand radio/TV news? What are you going to do at the end of the course? Do you need advice about future courses or jobs?	**Level 2** The learner can: • hold an extended conversation on a wide range of familiar and unfamiliar topics and deal with unpredictable elements • express ideas and opinions confidently, with coherence and cohesion.

(Adapted from work done by Lynette Oliphant and Jane Allemano, in *Working with the Criteria for the Assessment of English Language Skills*, LLLU Working Party on Assessment levels, LLLU, 1995)

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

Individual learning plan

Long-term goals

Short-term goals

Targets	By Date	Specific Skills Curriculum Reference(s)	Achieved

Signatures

Learner: _____   Tutor: _____

Start date: _____   Date of next review: _____

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

Achievements (look back at your targets and short-term goals)

How do you feel about your progress? Use this space to record other achievements and/or ways in which you have used new skills outside the course.

What do you need to work on next (include results of further diagnostic assessment)?

Targets	By date	Specific skills curriculum reference(s)	Achieved

Signatures

Learner: .... Tutor: ....

Start date: .... Date of next review: ....

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

End of course review

To be completed at the end of the course

What do you feel you have gained from this course?

Accreditation:

Achievement of targets and goals:

Evidence:

Next steps:

Signed

Learner: ....   Tutor: ....

Date: ....

Learner recording pro forma

ESOL assessment learner record – Speaking and listening

Learner name: ....

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref.	task	date	result	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			

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Learner name: ....

ESOL assessment learner record – Reading

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref.	task	date	result	ref.	task	date	result	ref.	task	date	result	ref.	task	date	result
Rt/E1.1				Rt/E2.1				Rt/E3.1				Rt/L1.1				Rt/L2.1			
Rt/E1.2				Rt/E2.2				Rt/E3.2				Rt/L1.2				Rt/L2.2			
				Rt/E2.3				Rt/E3.3				Rt/L1.3				Rt/L2.3			
				Rt/E2.4				Rt/E3.4				Rt/L1.4				Rt/L2.4			
								Rt/E3.5				Rt/L1.5				Rt/L2.5			
								Rt/E3.6								Rt/L2.6			
								Rt/E3.7								Rt/L2.7			
								Rt/E3.8								Rt/L2.8			
								Rt/E3.9											
Rs/E1.1				Rs/E2.1				Rs/E3.1				Rs/L1.1				Rs/L2.1			
								Rs/E3.2				Rs/L1.2				Rs/L2.2			
Rw/E1.1				Rw/E2.1				Rw/E3.1				Rw/L1.1				Rw/L2.1			
Rw/E1.2				Rw/E2.2				Rw/E3.2				Rw/L1.2				Rw/L2.2			
Rw/E1.3				Rw/E2.3				Rw/E3.3				Rw/L1.3				Rw/L2.3			
				Rw/E2.4				Rw/E3.4											
				Rw/E2.5				Rw/E3.5											

ESOL assessment learner record – Writing

Learner name: ....

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref.	task	date	result	ref.	task	date	result	ref.	task	date	result	ref.	task	date	result
Wt/E1.1				Wt/E2.1				Wt/E3.1				Wt/L1.1				Wt/L2.1			
								Wt/E3.2				Wt/L1.2				Wt/L2.2			
								Wt/E3.3				Wt/L1.3				Wt/L2.3			
								Wt/E3.4				Wt/L1.4				Wt/L2.4			
								Wt/E3.5				Wt/L1.5				Wt/L2.5			
												Wt/L1.6				Wt/L2.6			
												Wt/L1.7				Wt/L2.7			
																Wt/L2.8			
Ws/E1.1				Ws/E2.1				Ws/E3.1				Ws/L1.1				Ws/L2.1			
Ws/E1.2				Ws/E2.2				Ws/E3.2				Ws/L1.2				Ws/L2.2			
Ws/E1.3				Ws/E2.3				Ws/E3.3				Ws/L1.3				Ws/L2.3			
				Ws/E2.4												Ws/L2.4			
Ww/E1.1				Ww/E2.1				Ww/E3.1				Ww/L1.1				Ww/L2.1			
Ww/E1.2				Ww/E2.2				Ww/E3.2				Ww/L1.2				Ww/L2.2			