

## Reasonable Adjustments for Speaking and Listening Assessments: Guidance for ESOL Skills for Life Centres and Assessors

This guidance is for centres with learners who require reasonable adjustments to complete their assessment. Reasonable adjustments can only be applied after approval from English Speaking Board (International) Ltd.

If the accommodation is potentially distracting for other learners (e.g. a loud audio), then use an additional room and invigilator.

Please prepare learners for their assessments by practising and completing mock assessments using the adjustment that has been agreed with ESB International. The adjustment should reflect the normal way of working for learners.

**Note: A Special Consideration is different to a Reasonable Adjustment and can only be applied after an assessment has happened. A Special Consideration involves making an adjustment to a learner's mark or grade after the assessment has been completed.** If you have learners who you think require a Special Consideration because of a temporary disability, illness or indisposition, or some other event outside of their control that occurred at or near the time of the assessment, please use a Special Consideration Request Form.

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## 1. A non-assessed partner

### Example

Learners who have speech or hearing impairments.

A non-assessed partner or 'dummy' is a learner who participates in the Speaking and Listening assessment but is not assessed. The non-assessed partner must be at or slightly above the level of the learner who is being assessed.

The non-assessed partner may have taken the assessment already as a learner, in the same session or a previous session. The non-assessed partner must not be waiting to take the assessment or expecting to take the assessment in the next six months.

Non-assessed partners should complete the assessment to the best of their ability, speak and listen constructively with the learner but not give him/her any help with language or ideas. For example, it is expected that Entry Level learners will hesitate and search for vocabulary, so the partner must allow them time to express themselves without interrupting or offering suggestions.

Non-assessed partners at Level 1 and Level 2 must be able to do the formal presentation so that the learner can ask questions and make comments to fulfil the assessment criteria.

Non-assessed partners do not need to answer the questions in Task 4 Listening, but must attend the full assessment.

## 2. Additional time

### Example

Learners with specific learning difficulties that require longer processing and/or completion time, e.g. dyslexia, may have additional time.

This is usually 25%, because more than this can make the assessment long and tiring. If more time is required, contact ESB International for specific instructions.

If additional time has been agreed with ESB International, then additional minutes should be added on to each stage of the assessment.

**25% additional time for one individual learner**

Level	Length of assessment	Length of assessment per learner	Additional time per learner	Assessment total time including adjustment for one learner	Assessment total time including adjustment for two learners
<b>Entry 1</b>	4+4+4+10 = 22 minutes	11 minutes	2 minutes 45 seconds	24 minutes 45 seconds	27 minutes 30 seconds
<b>Entry 2</b>	5+6+4+10 = 25 minutes	12 minutes 30 seconds	3 minutes 15 seconds	28 minutes 15 seconds	31 minutes 30 seconds
<b>Entry 3</b>	6+8+5+10 minutes = 29 minutes	14 minutes 30 seconds	3 minutes 40 seconds	32 minutes 40 seconds	36 minutes 20 seconds
<b>Level 1</b>	6+10+5+10 = 31 minutes	15 minutes 30 seconds	4 minutes	35 minutes	39 minutes
<b>Level 2</b>	6+12+6+10 = 34 minutes	17 minutes	4 minutes 15 seconds	38 minutes 15 seconds	42 minutes 30 seconds

**3. Entry 1 and Entry 2 Task 2 – photographs**

**Example**

Visually-impaired or blind learners.

For visually-impaired learners, photographs can be enlarged to A3 and selected for high-contrast images. For blind learners, the task can be adapted so they describe a setting provided by the assessor.

**4. Learner lip-reads the audio for the listening task**

**Example**

Learners with deafness.

Learners with hearing needs may be able to have the audio read by the assessor so they can lip read. If this adjustment is approved, ESB International will provide the assessor with two monologues to read at Entry levels, and one monologue at Level 1 and 2.

If a learner lip-reads Task 4, their partner should be a non-assessed partner or 'dummy'. Learners should practise with their teacher or teaching assistant and this should be their normal way of working.

## 5. Modifications to the listening task

### Example

Learners with hearing loss or impaired hearing.

Learners with hearing difficulties can use headphones, have the audio played at a higher volume, or the furniture in the room can be moved.