

ESB Entry Level Award in ESOL Skills for Life
Entry 1 Speaking and Listening
Sample assessment video - Asma and Nashir

Task One - Exchange of personal information

Assessment criteria	Asma	Nashir
1.3 Follow single step verbal instructions correctly for a given task	Asma is able to follow the instructions and complete the task. She demonstrates understanding and there is no necessity to ask for clarification.	Nashir is able to follow the instructions and complete the task. He demonstrates understanding and there is no need to ask for clarification.
2.2 Use simple language appropriate for context when speaking	Asma uses simple language for context, and her register is appropriate.	Nashir uses clear, simple language for context and his register is appropriate.
3.1 Provide a short verbal account for a given task	Asma uses level-appropriate Entry 1 grammar. There are some inaccuracies, but they don't impede understanding. She uses the plural form for <i>brothers</i> , simple sentences, and some simple present verb forms, e.g. I have two children; I like rice and fish.	Nashir uses level-appropriate Entry 1 grammar: <i>I come from Italy. Yes, I like sports. I live in East London. My favourite colour green</i> – he corrects himself and adds 'is'. There are some minor inaccuracies but they do not impede understanding.
4.1 Make relevant contributions to discussion	Asma makes suitable contributions, using a variety of vocabulary about colour, sport, shopping, neighbours and college. She gives some appropriate and relevant answers – I have 2 children, I like rice and fish, I come from Italy, and she uses nonverbal signals as appropriate. She makes some errors, but they do not impede communication.	Nashir demonstrates understanding by asking and answering relevant questions. He makes a reasonable contribution to the main points of the discussion, saying he lives in a flat and how he travels to college. He talks about the park, using nonverbal signals as appropriate. He makes some errors, but they do not impede communication.
4.3 Make effective verbal requests to obtain information	Asma uses a range of question words and verb forms appropriate to Entry 1, e.g., what is/do you/where/how do you	Nashir uses a range of questions and verb forms appropriate to Entry 1, e.g., are you/do you/ where/how many
Task 1 comments	Asma clearly passes all the assessment criteria in this section.	Nashir passes all the assessment criteria in this section.

Task Two – Unprepared talk

Assessment criteria	Asma	Nashir
1.1 Follow the gist of simple verbal communication	Asma understands the task and speaks clearly about food. The questions she asks her partner are on task, demonstrating she has understood the gist, e.g. Do you like sport? What did your country traditional playing? Even though this second question is not clear to Nashir, it shows Asma understands the gist of what her partner has said.	Nashir understands the task and speaks about football. He asks Asma relevant questions, demonstrating he has understood the main points, e.g. Can you like cooking? You like cook fish?
1.2 Obtain necessary information from simple verbal communication for a given task	Asma's second question is a detail question related to the talk, indicating that specific information has been understood.	Nashir understands that Asma is speaking about food and that she is talking about fish, indicating that specific information has been understood. His questions are related to the talk.
2.1 Use pronunciation to convey intended meaning	Asma's pronunciation is clear enough to be easily understood by the assessor and her partner.	Nashir's pronunciation is clear enough to be understood by the assessor and his partner.
2.2 Use simple language appropriate for context when speaking	Asma uses register relevant to the situation in accurate, simple Entry 1 sentences.	Nashir uses register relevant to the situation. He is polite and uses non-verbal gestures.
3.1 Provide a short verbal account for a given task	Asma gives a clear talk using a range of Entry 1 grammar, e.g. I want, I like, my favourite food is, my country traditional food is. Any errors do not impede communication.	Nashir speaks about football. Although he is hesitant, he is able to include some accurate E1 grammar e.g., football is international, I like football, I enjoy always football with my friends, holidays sometime coaching football team. Football is very good for exercise. Errors do not impede communication.
3.2 Convey relevant detail during a simple verbal communication	Asma uses a range of vocabulary to talk about food, e.g., biriyani, fast food, and adjectives e.g., yummy, tasty. She repeats these sometimes, but what she says is appropriate to the context and level.	Nashir uses a good range of vocabulary appropriate to the context and level, e.g., coaching, exercise, international.

4.3 Make effective verbal requests to obtain information	Asma's questions are effective and on task.	Nashir asks appropriate questions. There are some inaccuracies, but they do not impede communication.
Task 2 comments	Asma is on task and uses some good Entry 1 vocabulary. Her grammar is mostly correct and sufficient for the level. She speaks clearly, and although there is some repetition, she manages to cover enough to pass all the criteria.	Nashir uses Entry 1 vocabulary and his grammar is mostly correct. Although quite hesitant at times, he is understood by his partner and covers enough to pass all the criteria.

Task Three – Describe a picture

Assessment criteria	Asma	Nashir
1.3 Follow single step verbal instructions correctly for a given task	Asma is able to describe the picture as instructed.	Nashir is able to describe the picture as instructed.
2.1 Use pronunciation to convey intended meaning	Asma speaks clearly enough, using appropriate stress and intonation to be understood by her partner and the assessor.	Nashir's pronunciation is clear and he uses appropriate stress and intonation to be understood by his partner and the assessor.
3.2 Convey relevant detail during a simple verbal communication	Asma is able to convey information about the image, e.g., there is a ocean, there is a woman wearing a (on) this one summer dress, there is a (boat I think), there is wearing blue...	Nashir gives relevant information about the image, e.g. I can see market, I think every day market. I can see many people, I can see some building. There are Chinese market and Chinese people Many fruits like ... I like together market and supermarket. I buy vegetables and fruits.
4.2 Express simple views clearly during verbal communication	Asma expresses her views using Entry 1 grammar and vocabulary, e.g. I like the beach, I like swimming. Errors do not impede communication.	Nashir expresses his views, e.g. Yes, I like together market and supermarket. Errors do not impede communication.
Task 3 comments	Asma stays on task and uses Entry 1 grammar and vocabulary to describe the picture and say what she likes. She passes all the criteria for this section.	Nashir describes the picture well, and although there is some hesitation, he meets all the criteria for this section.

Task Four – Listening and discussion

Assessment criteria	Asma	Nashir
1.1 Follow the gist of simple verbal communication	Asma demonstrates that she mostly understands the gist of the listening passage, although she did not answer the second question correctly.	Nashir is able to follow the gist of the listening passage, answering both gist questions correctly.
1.2 Obtain necessary information from simple verbal communication for a given task	Asma is able to listen for detail, answering both questions correctly.	Nashir is able to listen for detail, answering both questions correctly.
4.1 Make relevant contributions to discussion	Asma shows demonstrates understanding of the main points of the discussion and contributes using vocabulary appropriate to the topic, e.g. I like bus, I enjoy bus sometimes taxi, yes, taxi expensive. Errors do not impede communication.	Nashir contributes to the discussion, saying that he uses taxis in London. Although he mostly responds to questions, he demonstrates understanding of the main points using appropriate vocabulary. Errors do not impede communication.
4.2 Express simple views clearly during verbal communication	Asma expresses her views using grammatical structures and vocabulary appropriate to the context and level, e.g. I like bus, taxi expensive. Errors do not impede communication.	Nashir expresses his opinion when answering questions. He could have contributed a little more in the discussion but demonstrated the criteria for this task sufficiently to pass. Errors do not impede communication.
4.3 Make effective verbal requests to obtain information	Asma is able to use a range of Entry 1 question words and sentence forms appropriate to level, e.g. wh- words and yes/no questions. Errors do not impede communication.	Nashir is able to use a range of Entry 1 question words and sentence forms appropriate to level, e.g. wh- words and yes/no questions. Errors do not impede communication.
Task 4 comments	Asma is able to follow the texts and answer the questions. She demonstrates all Entry 1 criteria for this section.	Nashir answers the questions, and although he could contribute a little more in the discussion, he passes all the criteria for this section.

Overall comments

Asma	Nashir
Asma completes each task successfully and is able to use grammar and vocabulary appropriate to Entry 1. She speaks clearly and demonstrates understanding of specific information. She is able to express her likes and dislikes and contributes to discussion. She passes all the Entry 1 criteria.	Nashir completes each task successfully. He uses Entry 1 vocabulary and his grammar is mostly correct. Although hesitant at times, he is understood by his partner and demonstrates understanding of specific information by answering questions successfully.