

ESB Entry Level Award in ESOL Skills for Life
Level 2 Speaking and Listening
Sample assessment video Kasia & Monika

Task One – Exchange of personal information

Assessment criteria	Kasia	Monika
1.2 Obtain relevant detail from extended verbal communication	Kasia's follow-up questions show that she has understood Monika's responses. She demonstrates specific and relevant recall of her partner's responses using appropriate language <i>Monika said that ... She also like ... she explained about ...</i>	Monika's follow-up questions show that she has understood Kasia's responses. She demonstrates specific and relevant recall of her partner's responses using appropriate language <i>Kasia said that ... also she said they using ...</i>
1.3 Follow multi-step verbal instructions correctly for a given purpose	Kasia follows the assessor's instructions and asks and answers questions appropriately.	Monika follows the assessor's instructions and asks and answers questions appropriately.
2.1 Use clear pronunciation to convey intended meaning	Kasia's pronunciation is clear and she is easily understood. Intonation and pace are appropriate.	Monika's pronunciation is clear and she is easily understood. Intonation and pace are appropriate.
3.1 Present information in a logical sequence for a given purpose	Kasia's recall of Monika's speech is given logically, moving smoothly from books to films, e.g. <i>Oh yes ... it's because ... first of all ... sometimes ... of course we have ... and ... what else ... and now ... I see that very helpful.</i>	Monika's recall of Kasia's speech is given logically using <i>beginning with, but also she said, for example ...</i>
4.4 Obtain relevant information from others	Kasia's questions show that she can elicit information from her partner and develop a conversation, e.g. <i>When did you last been in the cinema? That's your favourite kind of the films? What about books? Did you also watch the film ...? Can you tell me about your favourite character ...? I believe that was produced in Poland, isn't it?</i>	Monika only asks one question, but it is relevant and effectively starts the conversation, i.e. <i>Is there any useful technology that you use in your life?</i>
Task 1 comments	Kasia achieves all the assessment criteria in Task 1.	Monika achieves all the assessment criteria in Task 1.

Task 2 – Presentation and discussion

Assessment criteria	Kasia	Monika
1.1 Follow the gist of extended verbal communication	Appropriate questions are asked which indicate understanding of Monika's presentation.	Appropriate questions are asked which indicate understanding of Kasia's presentation.
2.1 Use clear pronunciation to convey intended meaning	Pronunciation is clear and Kasia is easily understood. Her intonation and pace are appropriate, but pronunciation of some key words is consistently incorrect, e.g. <i>debt</i> .	Pronunciation is clear and Monika is easily understood. Her intonation and pace are appropriate.
2.2 Use appropriate language in context according to formality	Kasia uses appropriate formal language for the context and genre of the presentation.	Monika's language is appropriate for the presentation topic.
3.1 Present information in a logical sequence for a given purpose	The presentation is structured using appropriate and clear signposting, e.g. <i>first of all, and then, to summarise, I will tell you, starting from, when we want to talk about</i> .	The presentation is structured using appropriate and clear signposting, e.g. <i>firstly, then I will focus on, I will finish with, it all started with ..., back in the day, therefore, but then, next place, at the moment</i> .
3.2 Provide a verbal account with relevant information confidently for a given audience	Kasia is not consistently accurate, e.g. <i>I working, the company don't have, it not helping company to grow, they choosing they own, he need to find advice, when I speaking</i> , and there is an absence of articles. However, there is sufficient range to achieve this criterion, e.g. <i>will be liquidated</i> .	Monika uses a range of accurate grammatical structures, e.g. <i>which is my favourite place, it was everything I expected, a high number of cases, in the process of organising that, I might be able to, to get it approved, I will try to extend that to, you can see the sunrise, everyone should climb the mountain but only a fool should do it twice, how it should be done, I had an incident, when I was taking a photograph</i> .
3.3 Convey relevant detail during verbal communication on straightforward topics	Kasia has a wide range of technical lexis, e.g. <i>the asset is worth less, creditors, personal insolvency, practitioner, bankruptcy, creditors, debt, liquidation, compulsory, dissolved, the most common, disqualification, Government body</i> .	Monika uses a wide range of descriptive language, e.g. <i>the whole world has just opened, I pursue my dreams ever since, moving further to, something amazing, saved my life, tea plantations, then ... next place on my list, however at the moment, in the process of, the most interesting, the perception we have</i> .

4.1 Contribute constructively to discussion	<p>Kasia's detailed questions indicate full understanding of a complex topic.</p> <p>Note that the assessor did not elicit a discussion. However, Kasia gave full answers to the questions which led to a discussion between learners and the assessor, and she contributed fully to the interaction.</p>	<p>Monika's detailed questions indicate full understanding of a complex topic.</p> <p>The discussion was not elicited, but Monika gave full answers to the questions, leading to a discussion between learners and the assessor, and she contributed fully to the interaction.</p>
4.2 Express views constructively during verbal communication	<p>Kasia expressed her views positively, <i>yes, of course</i> and explained how a person is often no longer distressed after a first consultation.</p>	<p>Monika very politely contradicted a statement and moved the conversation forward with <i>that's the perception we have...</i></p>
4.4 Obtain relevant information from others	<p>Kasia asks relevant and probing questions, e.g. <i>How long you planning to stay in China? Can you tell me, what is the Manga? What did you like the most in Japan?</i></p>	<p>Monika asks relevant and probing questions, e.g. <i>Can a director be a director in another company after his company had been liquidated? What the director should do if he notices his company is in debt? Would the debt influence his private assets?</i></p>
Task 2 comments	Kasia achieves all the assessment criteria in Task 2.	Monika achieves all the assessment criteria in Task 2.

Task 3 – Role Play

Assessment criteria	Kasia	Monika
1.3 Follow multi-step verbal instructions correctly for a given purpose	Kasia did not remind the property owner of her responsibilities and her health issues, but she did achieve the overall purpose of the task.	All three instructions were followed and the task was completed successfully.
2.2 Use appropriate language in context according to formality	Kasia used an appropriate level of formality, e.g. <i>Could you please tell me when we can sort this out? Is there any free appointments? Afternoon, if possible.</i>	Monika used an appropriate level of formality, e.g. <i>How can I help? When is the best time for you?</i>
3.2 Provide a verbal account with relevant information confidently for a given audience	Kasia presents her issues clearly and confidently, e.g. <i>First of all, I was working long hours last week, and week before I was unwell so ...I'm very apologise about that. Can we sort this now please?</i>	Monika presents her version of events clearly and confidently, e.g. <i>I sent you a text message ... that has been booked a week ago, but you have never replied to me, therefore I cancelled it. I can arrange another time for you ...</i>
3.3 Convey relevant detail during verbal communication	Kasia uses lexis appropriate to the topic and context and enables a successful outcome.	Monika uses lexis appropriate to the topic and context and enables a successful outcome.
4.3 Respond to others constructively to move discussion forward	Although it is short, the conversation flows naturally and achieves its purpose. Kasia gives details about her work and says <i>I will confirm via text.</i>	Although it is short, the conversation flows naturally and achieves its purpose, e.g. <i>I will give you a call in two minutes.</i>
4.4 Obtain relevant information from others	Kasia asks relevant questions to find out information, e.g. <i>Is there any free appointments maybe? Could you please tell me when we can sort this out?</i>	Monika asks relevant questions to find out information and confirm arrangements, e.g. <i>When is the best time for you? Can you please make sure to be at home when I arrange the meeting again?</i>
Task 3 comments	Kasia achieves all the assessment criteria in Task 3.	Monika achieves all the assessment criteria in Task 3.

Task 4 – Listening and discussion

Assessment criteria	Kasia	Monika
1.1 Follow the gist of extended verbal communication	Kasia answers the question correctly.	Monika answers the question correctly.
1.2 Obtain relevant detail from extended verbal communication	Kasia answers two questions correctly.	Monika answers three questions correctly.
4.1 Contribute constructively to discussion	The discussion is relevant and related to the subject matter, and Kasia expands on the topic and gives examples, using expressions like <i>there are a lot of, they are not alone in the world ...</i>	The discussion is relevant and related to the subject matter, and Monika expands on the topic and gives examples, e.g. <i>I can get the education from online learning, I have a short attention span, face to face ... making friendships.</i>
4.2 Express views constructively during verbal communication	Kasia agrees and disagrees constructively, e.g. <i>Unfortunately I cannot agree, yes of course</i>	Monika expresses her opinions constructively, e.g. <i>For me it's better to learn online, I can learn in my free time, I agree absolutely</i>
4.3 Respond to others constructively to move discussion forward	Kasia participates fully in the interaction and moves the conversation forwards: <i>Yes, of course, with adults it's different, lots of nodding and body language.</i> She finishes her partner's utterances to show agreement and move the discussion on.	Monika participates fully in the interaction and develops their agreement, adding ideas and using expressions like <i>correct, yeah.</i>
Task 4 comments	Kasia achieves all the assessment criteria in Task 4.	Monika achieves all the assessment criteria in Task 4.

Overall comments

Kasia	Monika
Kasia achieves all the assessment criteria and passes the assessment.	Monika achieves all the assessment criteria and passes the assessment.