

Functional Skills English Entry 3:  
Speaking, Listening and Communication Assessment Record  
Sheet and Specimen Tasks

Please complete the following information (use a separate sheet for each learner).

Centre name:	Learner Name:
Centre number:	Learner Number:

<b>Activity 1:</b> Respond appropriately to others and make some extended contributions in a familiar formal discussion/exchange.	<b>Activity 2:</b> Respond appropriately to others and make some extended contributions in a familiar informal discussion/exchange.
<b>Date:</b>	<b>Date:</b>
Please use the space below to note the context of the activity, how it was organised and any candidate support.	Please use the space below to note the context of the activity, how it was organised and any candidate support.

Please attach another page if you wish to make additional comments.

**Entry 3: Take full part in formal and informal discussions/exchanges.**

The grid should be applied on a 'best fit' basis. To achieve an entry 3 overall, a learner should have achieved all of the Entry 3 criteria across the two activities at least once.

Just below Entry 3	<input checked="" type="checkbox"/>	Achieved Entry 3	<input checked="" type="checkbox"/>
Follows main points of discussion occasionally.	<input type="checkbox"/>	Follows main points of discussion most of the time.	<input type="checkbox"/>
Uses techniques to clarify and confirm understanding occasionally.	<input type="checkbox"/>	Uses techniques to clarify and confirm understanding most of the time.	<input type="checkbox"/>
Gives own points of view and responds appropriately to others' points of view some of the time.	<input type="checkbox"/>	Gives own points of view and responds appropriately to others' points of view most of the time.	<input type="checkbox"/>
Occasional use of appropriate language in formal discussions/exchanges.	<input type="checkbox"/>	Uses appropriate language in formal discussions/exchanges most of the time.	<input type="checkbox"/>
Makes relevant contributions and allows for and responds to others' input some of the time.	<input type="checkbox"/>	Makes relevant contributions and allows for and responds to others' input most of the time.	<input type="checkbox"/>

Please tick box if the learner has achieved Entry level 3	<input type="checkbox"/>
Centre summative comment (attach another page if you wish to make additional comments)	
Assessor Signature:	Date:

# Functional Skills English Entry 3: Speaking, Listening and Communication Assessment Record Sheet and Specimen Tasks

At entry 3, Learners need to complete two assessments to show that they are able to respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.

For learners to attain an entry 3, they now move into distinguishing between the formal and the informal discussions/exchanges and functioning in these different situations. Centres need to provide assessment opportunities for both formal and informal speaking, listening and communication activities. At this stage, each assessment activity needs to be designated formal or informal. For learners to be functional in each situation so that their contribution is fit for purpose.

Learners are expected to:

- follow the main points of discussions
- use techniques to clarify and confirm understanding
- give their own point of view and listen to and respond appropriately to others' points of view
- use appropriate language in formal discussions/exchanges
- make relevant contributions, allowing for and responding to others' input.

## The guidance below should support the completion of the record sheet

Ensure that you provide two designated assessment opportunities, one formal and one informal, and complete each section.

### Example activity idea 1: Take full part in familiar formal discussion/exchange

#### Context

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Formal discussion/Exchange at a planning meeting on a familiar issue, for example work experience placements, a college event or future work plans
- A question and answer session relating to the learners' own work interests/future plans

### Example activity Idea 2: Take full part in familiar informal discussion/exchange

#### Context

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Discussion among peers about a personal/topical nature, for example plans for the weekend or a holiday

**All contexts may be adapted to suit a formal or informal discussion. All contexts should be familiar to the learner.**