

Assessment Manual

Listening and Speaking

M1C03

Award Type: Minor

Award Level:1

Version: 1.0

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1. Assessment Overview

Listening & Speaking M1C03 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade.

Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the grade awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
 b) Module Code
 c) Learner Name
2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Listening & Speaking
Award Type:	Minor
Framework Level:	1
Award Code:	M1C03
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO1 Listen to obtain information, e.g. weather forecast, talking clock, traffic report	Assessment 1
LO2 Follow clear succinct instruction in familiar contexts.	Assessment 2
LO3 Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event.	Assessment 3
LO4 Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend	Assessment 4
LO5 Express opinions, facts, and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate.	Assessment 5
LO6 Communicate about the past, present and future activities	Assessment 6

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

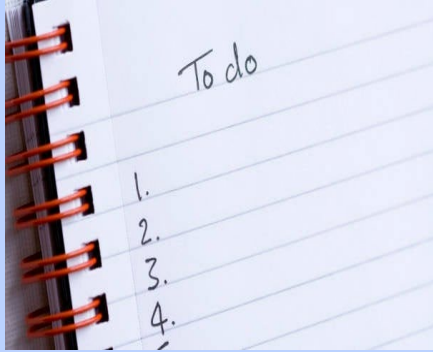
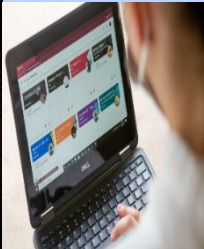
Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

5.1 Assessment Brief – Listening & Speaking

Learner Name:	
Module:	Listening & Speaking
Module Code:	M1C03
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

Programme Module Title:	Community Education
Component Title and Code:	Listening and Speaking M1C03
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	



	There are 6 assessments for you to complete as part of your portfolio of work for your module <i>Listening and Speaking</i>
  	You can present your work in the way that works best for you. <i>Keeping a Learner Journal</i> <i>Making a Video</i> <i>Using Worksheets</i>
	You must complete all the 6 assessments
	<i>Guidelines:</i> Within this module you will improve your overall listening and speaking skills by obtaining information through listening, following instructions, exploring social situations, expressing opinions and feelings, and communicating about past future and present activities.



Criteria:

LS1 – Listen to obtain information, e.g. weather forecast, talking clock, traffic report.

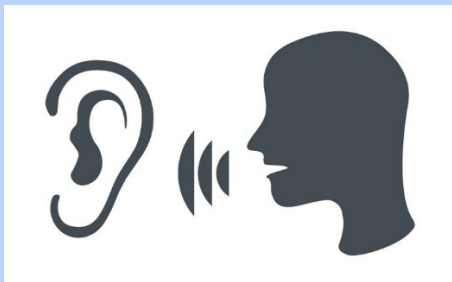
LS2 – Follow clear succinct instruction in familiar contexts.

LS3 – Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. *planning a holiday or social event*.

LS4 – Interact appropriately in a narrow range of formal and informal social situations, e.g. *in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend*

LS5 – Express opinions, facts, and feelings in response to familiar and/or personal situation, e.g. *using speech, gesture or signing as appropriate*.

LS6 – Communicate about the past, present and future activities.



Title Assessment 1 – LS1: **Guidelines**

You will learn how to obtain relevant information from the weather report, be able to discuss weather with peers, and be able to recognise the time on the clock.

How Will You Do This:

Activity One:

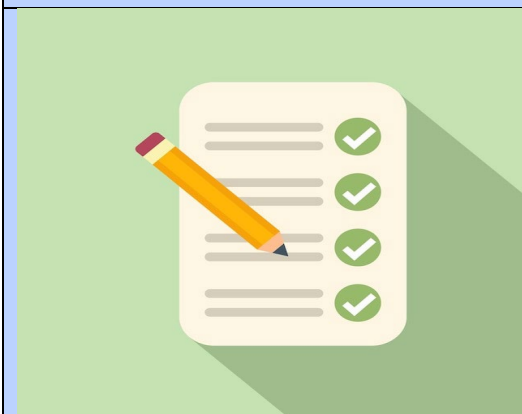
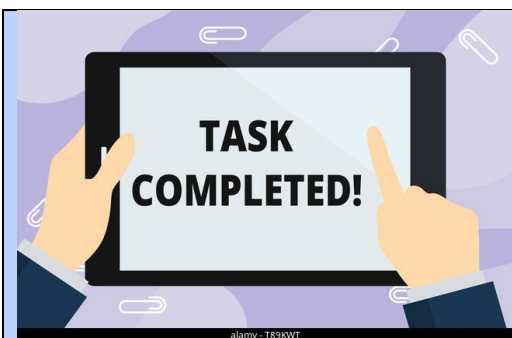
- You will watch the weather forecast on RTE player.
- You will listen to the information on the forecast and discuss it as a group.
- You will answer questions asked by the tutor.
- You may video or audio record the questions and your answers using iPad or device.

Activity Two:

- You will complete a relevant worksheet.

Learning Outcome:

Being able to obtain information by listening.



Title Assessment 2 – LS2:

Guidelines:

You will know how to listen and follow clear instructions and demonstrate the ability to follow instructions given.

How You Will Do This:

Activity One:

- You will discuss key vocabulary in relation to hand hygiene.
- You will listen to the tutor explain the steps in a good hand washing routine and watch the tutor demonstrate.
- You will show what you have learned by washing your hands, following the steps explained by the tutor.
- The tutor will record a video of you following the steps.

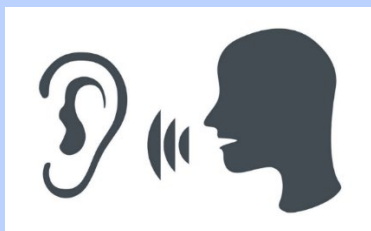
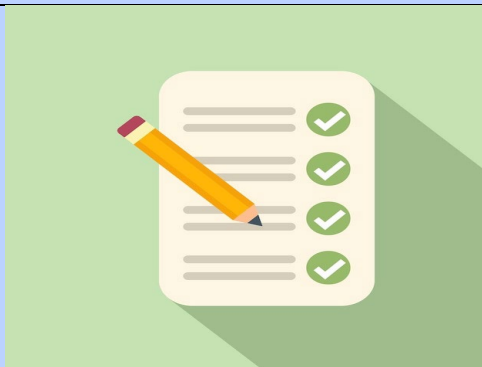


Activity Two:

- You will fill out a relevant worksheet from the workbook.

Learning Outcome:

The student will be able to follow clear, succinct instruction in familiar contexts



Title Assessment 3 – LS3:

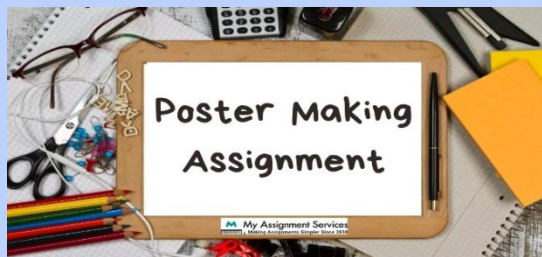
Guidelines:

You will make a plan for a holiday and talk about a party you are planning.

How You Will Do This:

Activity One:

- You will discuss words related to planning a holiday.
- You will have a discussion with your group about a holiday you have taken in the past.
- You will have a discussion about where you would like to go on your next holiday and what you would like to do.



- You will record a conversation with your tutor about your next holiday using the iPad or phone.

Activity Two:

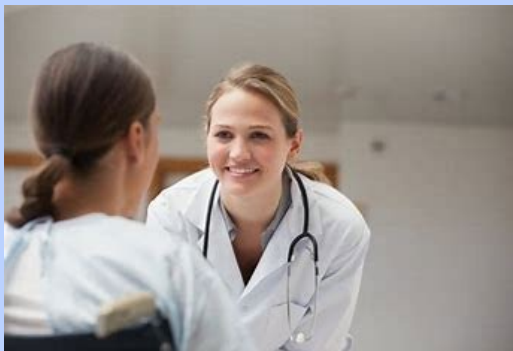
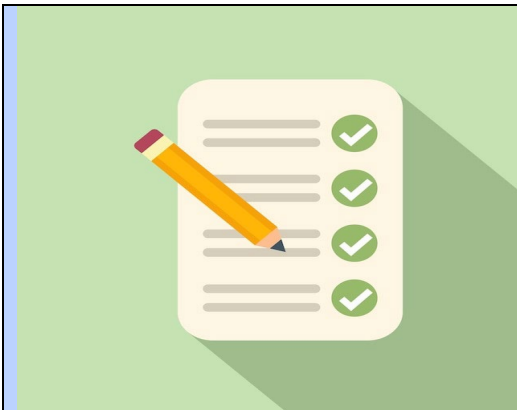
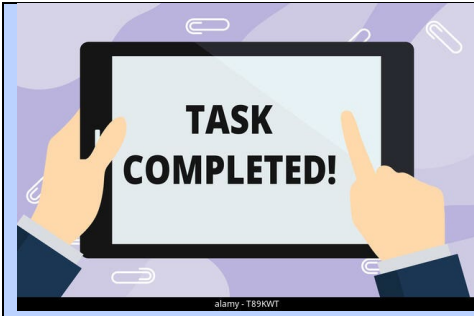
- You will discuss words related to planning a party.
- You will make a poster with information about your party.
- You may make party invitations.
- You may record a video in which you invite people to your party and give them information about it (who, when, where, what to bring, etc)

Activity Three:

- You may fill out a relevant worksheet from your workbook.

Learning Outcome:

Explore ideas and new vocabulary that is relevant and appropriate to a personal situation



Title Assessment 4 – LS4:

Guidelines:

You will be able to appropriately interact in different social situations and learn how to make an appointment.

How You Will Do This:

Activity One:

- You will discuss the information needed to make a doctor's appointment.
- You will watch a video clip or people making appointments.
- You will practice dialogue as a group about making a doctor's appointment.
- You will make a recording in which you pretend to make a doctor's appointment over the phone.



Activity Two:

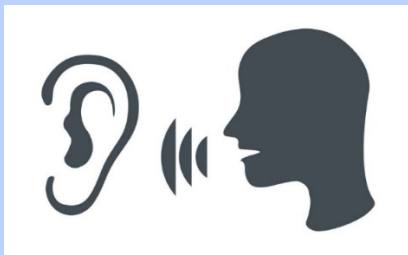
- In pairs, you will practice communicating your boundaries with a partner, for example, appropriately expressing what makes you uncomfortable or comfortable in a social situation.

Activity Three:

- You will complete a relevant worksheet.

Learning Outcome:

Interact appropriately in a narrow range of formal and informal social situations



Title Assessment 5 – LS5:

Guidelines:

You will express your honest opinion and communicate your likes and dislikes.

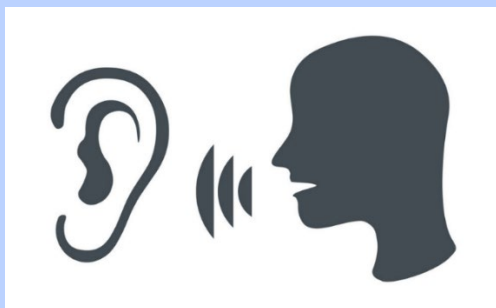
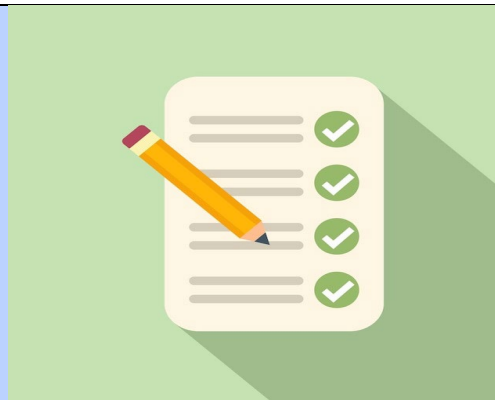
How You Will Do This:

Activity One:

- You will take part in a group discussion about what movies you like and don't like.
- You will discuss what music you are listening to and what music you don't enjoy.
- You can show the group your favourite movie trailer or clip on YouTube.
- You can show the group your favourite song on YouTube.
- You will listen to other people's opinions about your favourite song or movie.
- You may record some of these conversations on the iPad.

Learning Outcome:

Express opinions, facts, and feelings in response to familiar and/or personal situation



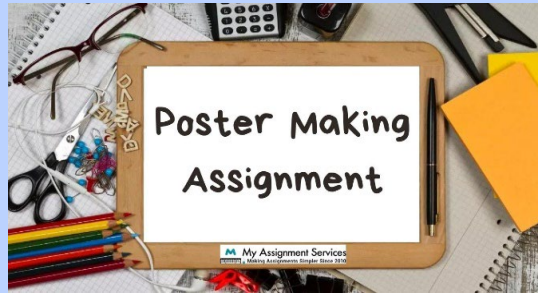
Title Assessment 6 – LS6: ***Guidelines:***

You will discuss your goals in the past, present, and future tense.

How You Will Do This:

Activity One:

- You will discuss words relating to activities in which you have participated in the past.
- You will discuss words relating to activities in which you are currently participating (the present)
- You will discuss words relating to activities you would like to do or try in the future.
- You will discuss what goals you have achieved in the past, and what goals you are working towards right now.
- You will discuss what goals you would like to achieve in the future.



- You will make a poster to represent the goals you have for your life.
- You may create a recording stating what your goals are.

Learning Outcome:

Communicate about the past, present and future activities.

Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____
	Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____	Learner Signature: _____
	Date / / Course Tutor Signature: _____
Date the assessment was submitted by learner (insert date below) _____	Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently.
	Course Tutor Signature: < Insert Tutor Signature> Date / /

6. Marking Sheet

Learner Name:		Date:		Course Code:	M1C03
Course Name:	Listening & Speaking		Level:	QQI Level 1	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	Referred means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO1 Listen to obtain information, e.g. weather forecast, talking clock, traffic report		Assessment 1
LO2 Follow clear succinct instruction in familiar contexts.		Assessment 2
LO3 Explore ideas and new vocabulary that is relevant and appropriate to a personal situation, orally e.g. planning a holiday or social event.		Assessment 3
LO4 Interact appropriately in a narrow range of formal and informal social situations, e.g. in relation to greeting, leaving, seeking information/assistance from an employer/doctor/family member/friend		Assessment 4
LO5 Express opinions, facts, and feelings in response to familiar and/or personal situation, e.g. using speech, gesture or signing as appropriate.		Assessment 5
LO6 Communicate about the past, present and future activities		Assessment 6
Grade Awarded	Tick as appropriate	Successful ☐ Referred ☐
Grade provided by (Tutor/Assessor Signature) 		Date of grade issue: / /

Learner Feedback	
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐
Learner Feedback provided by (Tutor/Assessor Signature)	Date of feedback issue: / /

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LOs included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e. all LO's ticked and proper code included?			
Has Learner and Assessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>