

Initial and Ongoing Assessment of English Language Competency of Migrant Learners in Further Education and Training

Part 3: Toolkit

2021





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Section 6: Forms and Templates

6.1 Introduction

In this section of the research, co-ordinators and tutors are provided with a set of standardised forms and templates to aid the recording of learner performance and progression throughout the initial and ongoing assessment processes. In designing these forms and templates every effort has been made to ensure they are as user-friendly as possible for both staff and learners. As such, it is the expectation that they will make the process of mapping learner progression more overt and transparent for all involved.

The following forms and templates are included in this section of the research:

- 1. Individual ESOL Learning Plan**
- 2. Individual 'Can do' statement tracking form (for mapping learner progression as part of the ongoing assessment process)**
- 3. ESOL Initial and Ongoing Assessment: Planning for roles**

Note:

Forms 1 and 2 above are also available in soft copy to allow co-ordinators or tutors to complete the forms interactively.

6.2. Individual ESOL Learning Plan

Learner's Name:								
Learning Programme:								
Section 1. Initial Assessment Results:								
Tasks completed:		Level of tasks completed:						
Skills Area:	Assessor Comments (if any):	Pre -A1	A1	A2	B1	B2	C1	C2
Listening & Speaking:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessor Comments (if any):	N/A	Emerging	Consolidating	Established			
ESOL Literacy:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Section 2. Areas of Priority:		Independence (without help)	Fluency (easily /No hesitation)	Setting (Personal/ Social/Work)	Other (Confidence / Intercultural)
Skills Area:	Assessor Comments (if any):				
Listening & Speaking:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What I need English for:		Personal <input type="checkbox"/>	Social <input type="checkbox"/>	Work <input type="checkbox"/>	Study <input type="checkbox"/>

Section 3. Learning Outcomes: I want to be able to:		How well can I do this now?						
		Not yet	A bit	Mostly	Yes			
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Section 4. End of Course Assessment Results: Tasks Completed:		Level of tasks completed:						
		Not yet	A bit	Mostly	Yes			
Skills Area:	Assessor Comments (if any):	Pre -A1	A1	A2	B1	B2	C1	C2
Listening & Speaking:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Protection

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Please read and understand the Data Privacy Notice before signing below. We need your signature to confirm that you have read and understood how we will use and share the personal information you provide in this form.

Learner's Signature: _____ Date: _____

Assessor's Signature: _____ Date: _____

Updated: _____

(initialled and dated by **both** the learner and assessor)

6.3 Description of Individual ESOL Learning Plan

An Individual ESOL Learning Plan should be prepared for each learner within the service. The Individual ESOL Learning Plan, or simply the Individual Learning Plan (ILP) is:

- A 'living' document designed to support the teaching and learning processes.
- Records information that directly relates to an individual learner's learning journey.
- Sets out long-term and short-term goals as agreed with the learner.
- Sets out a learner's starting level, strengths and specific learning needs in the most relevant areas.
- Accounts for a learner's technical knowledge in the four core language skills, while also accounting for the broader dimensions of learning.
- Reviewed and updated on a regular basis as learning needs and goals change or develop over time.

6.4 Using the Individual ESOL Learning Plan

Please note that as with all templates provided in this toolkit, their full or partial use is entirely at the discretion of each individual ETB. In particular, the Individual Learning Plan (ILP) provided here is a template document, and as such, it is not a requirement that ETBs use this template but is provided here as a standardised format for recording learner initial and ongoing assessment scores and learner goals and objectives. Finally, if the ILP is used, either fully or partially, it should be completed collaboratively by the tutor and learner.

1. An ILP is started, by the co-ordinator, assessor or tutor, for each learner following completion of initial assessment. The learner details, programme of learning and **Section 1**; initial assessment results for each skills area, along with **Section 2**; areas of priority can be completed at this stage. The ESOL literacy section is only completed with learners who completed the separate ESOL literacy assessment. Based on the results of this assessment, assessors can determine if a learner is an 'emerging,' 'consolidating' or 'established' literacy learner. Please refer to **Section 2.9 (Part 1: Research Report)** for more descriptors for each of these literacy levels.
2. **Sections 2 and 3** should be discussed, by the tutor, with the learner during the first/induction session of a programme of learning and documented in the relevant sections of the ILP. These could initially be in draft format and finalised at a later stage.
3. The areas of priority in **Section 2** are also agreed upon and finalised between the tutor and learner and monitored and reviewed on an ongoing basis. In relation to the question 'what I need English for,' the learner is given the opportunity to identify the areas where he/she needs to learn English for:
 - a. **Personal:** All activities relating to everyday activities such as shopping, going to the doctors, helping children with their homework, etc.
 - b. **Social:** Relates to common social activities such as meeting friends, going to a restaurant or hotel, going to a party, etc.
 - c. **Work:** Relates to activities associated with the world of work such as job interviews, workplace interactions, meetings, business communications, etc.
 - d. **Study:** Relates to activities associated with undertaking further education or training and includes areas such as choosing the correct course, enrolling in a course, etc.
4. The learning outcomes identified by the learner in **Section 3** should be aligned to the specific learning outcomes/objective of the learner's programme of learning, particularly if it is a QQI/other accredited award. The learning outcomes should also be informed by the areas of priority identified in **Section 2** as a result of the initial assessment.
5. Finally, the end of course assessment results section **Section 4** is completed at the end of the course, based on the results of the ongoing assessment process, or specific end of course assessment tasks carried out. If used, the results of the completed 'Can do' statements template can be recorded in this section of the ILP. The results recorded in this section assist with decision making regarding progression courses/options for learners.

Note:

When discussing the development of learning outcomes with learners, particularly with those learners at A1 or pre-A1 level, it might be useful to use a visual aid to demonstrate the concept of learning goals. An example is provided below.

6.4.1 Identifying Learning Outcomes

What does success look like?



Image Source: www.pixabay.com

6.5 Individual 'Can Do' Statements

Notes:

1. The 'Can do' Statement Tracking Forms included here have been adapted from the Global Scale of English Can do descriptors.¹ These tracking forms have been designed to assist both the learner and tutor in identifying what they can do, and to what extent at each of the CEFR levels from pre-A1/A1 – B2.
2. The individual statements provided at each level are not meant to be an exhaustive list, but rather an indication of what a learner is expected to be able to do for each of the four skills of reading, writing, listening and speaking at the appropriate level on the CEFR. As such, individual ETBs are welcome to develop their own (amended) version(s) of these tracking forms.
3. These tracking forms can be completed by the learner, in conjunction with the tutor, either on an ongoing basis over the duration of a programme of study or as part of an informal end of course assessment or evaluation of learning.
4. The completed tracking forms can also be used by tutors to determine specific areas where a learner may require additional support, while also helping to decide if a learner is ready for progression.
5. These tracking forms are available in soft copy and can be completed by clicking on the relevant box – Not yet, a bit, mostly, or yes – beside each statement.

¹ The Global Scale of English Can Do descriptors can be accessed by clicking on the [link](#).

6.5.1 Individual 'Can Do Statement' Tracking Forms²

6.5.1.1 Individual 'Can Do Statement' Tracking Form Pre-A 1 Level				
Learner's Name:		Learning Programme:		
Pre-A1 Level				
Reading I can...	Not yet	A bit	Mostly	Yes
R1. Recognise the letters of the alphabet (individually and in order)				
R2. Recognise basic numbers from 1 to 10				
R3. Read and understand simple prices				
R4. Read and understand basic sentences conveying personal information (name, address, age, etc.)				
R5. Recognise basic food and drink items on a simple, standard menu				
R6. Recognise familiar words and basic phrases on simple everyday notices and posters				
R7. Recognise basic plural forms of everyday nouns (tables, doors, etc.)				
Writing I can...	Not yet	A bit	Mostly	Yes
W1. Write the letters of the alphabet (upper and lower case)				
W2. Write my name, address and nationality				
W3. Write the numbers 1 to 20 in numeric and word format				
W4. Write basic familiar words and phrases about everyday objects				
Listening I can...	Not yet	A bit	Mostly	Yes
L1. Understand and recognise the letters of the alphabet when pronounced slowly and clearly (potentially with some prompting required)				
L2. Understand basic numbers from 1 to 100				
L3. Understand simple informal and formal greetings				
L4. Understand a limited range of familiar everyday word when speech is slow and clear				
L5. Understand basic day-to-day instructions encountered in simple everyday scenarios				
L6. Understand basic time (e.g. when expressed in hours)				
L7. Understand basic time-related words (days, months, years) in simple phrases				
L8. Understand simple language discussing quantities and prices				
L9. Understand basic/common ordinal numbers				
L10. Understand simple questions about basic personal information (assuming speech is slow and clear)				
L11. Understand basic personal information (assuming they are presented slowly and clearly)				

² These 'Can Do Statement' Tracking Forms are adapted from the Global Scale of English Can Do descriptors which can be accessed by clicking on the [link](#).

Speaking I can...	Not yet	A bit	Mostly	Yes
S1. Say the letters of the alphabet				
S2. Greet people using a limited range of basic fixed/everyday expressions				
S3. Say my name				
S4. Ask people their names				
S5. Introduce myself using basic everyday phrases (My name is..../I am...)				
S6. State country, nationality and language				
S7. Ask another person their nationality/language				
S8. State and ask for ages				
S9. Ask for and state dates of birth				
S10. State and ask for the day and date				
S11. State phone numbers slowly and clearly				
S12. Ask another person for their phone number				
S13. Spell name and address				
S14. State job and asks others to state theirs				
S15. Convey a limited range of basic personal information using common fixed expressions				
S16. Use basic expressions to express politeness/courtesy (thank you, please etc.)				
S17. State the time (typically in hour format)				
S18. Name a limited range of common everyday jobs				
S19. Ask the price of everyday items/products				
S20. State a range of quantities				
S21. Request repetition in a simple manner in limited everyday circumstances				
S22. Ask and respond to simple questions about possession (i.e. state ownership)				
S23. Identify basic everyday objects and items				
S24. Ask and respond to basic requests for information using 'What is this/that?'				
S25. Identify common everyday forms/methods of transport				
S26. Ask for common food and drink items using simple everyday expressions/phrases				
S27. Make simple purchases using non-verbal gestures				
S28. Use a limited range of basic words to describe everyday objects (e.g. colour, quantity, etc.) if accompanied by pictures				

6.5.1.2 Individual 'Can Do Statement' Tracking Form A1 Level

Learner's Name:		Learning Programme:	
A1 Level			
Reading I can...	Not yet	A bit	Mostly Yes
R8. Recognise numbers from 11 to 100			
R9. Understand short simple sentences describing everyday objects and items (e.g. size, colour, etc.) if accompanied by visual cues			
R10. Understand short, simple descriptions of people and objects if accompanied by visual cues			
R11. Understand short, simple sentences, in short, simple pieces of text (e.g. short personal profile/biography, etc.)			
R12. Understand basic descriptions of places/public buildings			
R13. Understand short notices, signs and instructions if accompanied by visual aids			
R14. Understand basic personal details			
R15. Understand and follow simple menus and/or clear sets of instructions			
R16. Understand short statements of fact about basic texts/pictures			
R17. Understand short simple sentences/expressions related to common, everyday items/products			
R18. Can follow the normal conventions for reading (i.e. reading from left to right)			
Writing I can...	Not yet	A bit	Mostly Yes
W5. Complete simple forms with basic personal information			
W6. Write short sentences on everyday topics, provided an example is given (e.g. simple directions, instructions, etc.)			
W7. Write a limited range of short, simple sentences introducing myself and/or family/friends			
W8. Write a limited range of simple sentences about things I or other people own, provided examples are given			
W9. Write short descriptions of everyday objects or items to include colour, size, quantity, etc.			
W10. Write short, simple sentences about areas of familiarity/ personal interest			
W11. Write a limited range of everyday words to include jobs, food and drink items, etc.			
W12. Write the date and time in both word and number format			
W13. Write short, simple notes and emails to family/friends			
W14. Write short, simple sentences about daily routines and activities			
W15. Describe the position/location of objects using a limited range of expressions and phrases			

W16. Describe familiar objects using basic expressions, sentences and phrases				
Listening I can...	Not yet	A bit	Mostly	Yes
L12. Understand the main points of information when people introduce themselves				
L13. Understand simple questions when they are asked slowly and carefully				
L14. Understand the times of the day				
L15. Understand key points from short, simple telephone conversations				
L16. Understand a short, simple set of instructions when stated slowly and carefully				
L17. Comprehend people's or place names from short, simple conversations, provided they are expressed slowly and carefully				
L18. Understand simple questions about everyday objects when accompanied by visual aids				
L19. Understand basic questions and information about likes and dislikes				
L20. Understand basic expressions/statements about where people or objects are located/positioned if accompanied by visual aids and/or expressed slowly and clearly				
L21. Understand numbers from 101 to 1,000				
L22. Follow normal conventions of speech, which is slowly and clearly expressed, but possibly with long pauses/ periods of hesitation				
Speaking I can...	Not yet	A bit	Mostly	Yes
S29. Ask and answer simple questions about myself, my family and my friends.				
S30. Answer basic questions about everyday objects (e.g. colour, size, quantity, etc.)				
S31. Ask for the spelling of familiar/common words				
S32. Introduce myself and others conveying information about where I/they live, my/their family/friends, etc.				
S33. State the time of day				
S34. Explain where they or other people/everyday items currently are in a basic, limited way				
S35. State the price of something				
S36. Describe position in a limited way				
S37. Give dates in day/date format				
S38. Agree to simple requests using a limited range of simple expressions				
S39. Greet people, ask how they are and respond appropriately				
S40. Purchase tickets on public transport using a range of limited expressions				

S41. Use basic expressions of time (e.g. next week, last Monday, in summer, etc.)				
S42. Ask for food and drink items in a simple way				
S43. Ask and respond to simple questions about my house and describe where I live				
S44. Asks and respond to questions on topics of immediate need/priority				
S45. State short, familiar expressions and phrases in an easily understood manner				
S46. Explain how much an item costs using simple language				
S47. Describe basic, common weather conditions				
S48. Respond to simple questions about daily routines				
S49. Ask for simple directions when referring to a map				
S50. Ask for help or attention				
S51. Explain who something belongs to				

6.5.1.3 Individual 'Can Do Statement' Tracking Form A2 Level

Learner's Name:		Learning Programme:		
A2 Level				
Reading I can...	Not yet	A bit	Mostly	Yes
R19. Understand short, simple texts based on familiar, everyday activities				
R20. Understand simple descriptions of physical appearances				
R21. Understand simple health and safety instructions, when accompanied by visual aids				
R22. Understand basic questions on familiar topics/ topics of immediate need/interest				
R23. Find specific information/points from simple everyday texts (posters, forms, timetables, instructions, menus, etc.)				
R24. Identify specific information in simple informative texts related to everyday life/ events				
R25. Understand short, simple messages on emails, basic letters, social media posts				
R26. Understand the gist of short narratives, when accompanied by visual aids				
R27. Recognise and locate simple personal details from short pieces of text				
R28. Understand simple instructions for everyday items/appliances (e.g. oven, ATM, etc.)				
R29. Locate basic personal information in short pieces of text				
R30. Follow simple sets of instructions				
R31. Identify the main information in short, simple fact-based texts with support from headings and visual aids.				
Writing I can...	Not yet	A bit	Mostly	Yes
W17. Write simple, straightforward sentences about what you/other people do				
W18. Write simple greetings on greeting cards, postcards, etc.				
W19. Write simple descriptions of rooms, houses, etc.				
W20. Write simple, straightforward sentences about your/other people's work				
W21. Write simple, straightforward descriptions to introduce people and basic personal information about them				
W22. Write short, simple sentences about how you are feeling				
W23. Write short, simple directions				

Writing I can...	Not yet	A bit	Mostly	Yes
W24. Write short, simple descriptions of everyday activities				
W25. Write short, simple texts expressing likes and dislikes				
W26. Write short, simple descriptive pieces on familiar topics				
Listening I can...	Not yet	A bit	Mostly	Yes
L23. Understand excuses when expressed clearly and in simple language				
L24. Understand and identify basic information in short videos/clips, provided delivery is clear and slow				
L25. Recognise phrases and expressions related to basic personal information				
L26. Identify key facts and figures from short, clear pieces of text				
L27. Recognise everyday phrases and expressions on familiar topics (e.g. shopping, ordering food, etc.)				
L28. Understand information about daily routines and activities				
L29. Understand and identify simple facts in short dialogues/conversations on familiar everyday topics, provided speech is clear and slow				
L30. Follow short, simple social dialogues/conversations				
L31. Identify key information in short pieces of audio, provided speech and pace is clear and slow				
L32. Understand the main information in short exchanges and conversations about hobbies and interests				
L33. Recognise key facts such as prices, times, dates and quantities from telephone messages/conversations				
L34. Understand short, simple descriptions of familiar topics provided delivery is clear and slow.				
Speaking I can...	Not yet	A bit	Mostly	Yes
S52. Describe hobbies, interests and activities using simple, straightforward language				
S53. Communicate about hotel accommodation using simple, straightforward language				
S54. Conclude simple telephone conversations using a range of standard expressions and phrases				
S55. Initiate and respond to simple, straightforward statements on topics of familiarity/immediate need				

Speaking I can...	Not yet	A bit	Mostly	Yes
S56. Express intentions using basic time markers (e.g. tomorrow, next week, etc.)				
S57. Make simple requests using a range of standard expressions and phrases				
S58. Convey short descriptions of houses, family, friends, job				
S59. Ask for clarification or repetition in instances of non-understanding				
S60. Converse in straightforward shopping dialogues and ask questions relating to price, colour, size, etc.				
S61. Describe everyday items and objects in simple, straightforward language				
S62. Use a range of everyday, standard expressions and phrases when ordering a meal				
S63. Talk about rooms in your house/apartment and furniture using simple, straightforward language				
S64. Ask for and provide things using simple, straightforward language				
S65. Make simple purchases, stating what I need and asking for information about price, etc.				
S66. Communicate simple invitations using simple, straightforward expressions and phrases				
S67. Talk about daily routines, hobbies and interests				
S68. Make and accept simple apologies				
S69. Communicate likes and dislikes relating to everyday topics				
S70. Describe what a person is wearing using simple, straightforward language				
S71. Express agreement with something/someone using a range of simple expressions and phrases.				
S72. Deal with everyday financial transactions (e.g. buying groceries, buying a bus ticket, etc.)				
S73. Ask for simple directions				
S74. Start and end short conversations using simple, straightforward language				
S75. Make offers using a range of standard expressions and phrases				
S76. Compare quantities using a range of standard expressions and phrases				
S77. Describe basic activities and events happening at the time of speaking				
S78. Describe familiar, everyday activities, when provided with visual aids				
S79. Accept and decline offers using simple, straightforward expressions and phrases				

Speaking I can...	Not yet	A bit	Mostly	Yes
S80. Describe the location or position of objects/ items using a limited range of standard expressions and phrases				
S81. Describe my hometown/city using simple, straightforward language				
S82. Talk about skills and abilities using simple, straightforward language				
S83. Talk about the past using was and were				
S84. Describe my family, living conditions, educations and present/most recent employment				
S85. Introduce myself in simple, straightforward telephone conversations				
S86. Describe the order of things/event using ordinal numbers				
S87. Make and accept excuses using a range of simple, straightforward expressions and phrases				
S88. Communicate understanding using a range of simple, straightforward expressions and phrases				
S89. Use simple, straightforward language to describe people's appearance				
S90. Reply to suggestions using simple, straightforward expressions and phrases				
S91. Exchange information on familiar, everyday topics provided the other speaker is open to repeating questions/answers and speaks clearly and slowly				
S92. Request simple advice using simple, straightforward expressions and phrases				
S93. Communicate preferences using simple, straightforward expressions and phrases				
S94. Give simple opinions using simple, straightforward expressions and phrases				
S95. Check understanding using simple, straightforward expressions and phrases				

6.5.1.4 Individual 'Can Do Statement' Tracking Form B1 Level				
Learner's Name:		Learning Programme:		
B1 Level				
Reading I can...	Not yet	A bit	Mostly	Yes
R32. Understand and identify the difference between opinions and facts in texts relating to everyday, common topics				
R33. Convey simple, straightforward inferences based on information provided in short texts/articles				
R34. Understand details of events, feelings and wishes in written form (e.g. emails, social media posts, letters, etc.)				
R35. Guess the meaning of new, unfamiliar words from context				
R36. Understand written advice/instructions for resolving problems with products or services				
R37. Infer/Extract meaning from information provided in texts				
R38. Scan pieces of writing for key/general information				
R39. Recognise the main points and arguments in straightforward newspaper articles or posts on familiar topics				
R40. Identify key information in longer pieces of text or articles				
R41. Recognise different opinions or ideas in texts or articles when identified by discourse markers				
R42. Differentiate between the active and passive voice in texts				
R43. Summarise key information from two or more simple texts, when provided with guiding questions				
R44. Compare key information in different texts on the same/similar topics				
R45. Recognise the author's point of view in structured texts				
Writing I can...	Not yet	A bit	Mostly	Yes
W27. Write basic, straightforward advice using simple language				
W28. Write simple descriptions of experiences, feelings and reactions, when provided with a model				
W29. Write about personal experiences				
W30. Signal the end of a simple narrative or description				
W31. Use paragraphs in longer pieces of text				
W32. Write a letter/email congratulating someone				

Writing I can...	Not yet	A bit	Mostly	Yes
W33. Write a basic short story				
W34. Write short, simple descriptions of familiar products/pieces of equipment				
W35. Write a simple set of instructions				
W36. Write short, simple essays on familiar topics with a basic structure				
W37. Write simple, straightforward emails, letters and social media postings giving news and/or opinions				
W38. Write notices that clearly convey meaning/key information				
W39. Write short descriptions of future events/activities				
W40. Write a simple, straightforward formal email/letter requesting information				
W41. Write a short film/book/restaurant etc. review using simple, straightforward language				
W42. Write simple descriptions of past events, activities, or experiences				
W43. Write about personal interests in detail				
W44. Write clear descriptions of people				
W45. Write personal emails giving details of events, experiences, feelings, etc.				
W46. Complete detailed application forms				
W47. Write simple letters of application, providing limited details				
W48. Write simple summaries of a basic text				
W49. Summarise information from simple texts				
W50. Write simple emails/letters giving advice				
Listening I can...	Not yet	A bit	Mostly	Yes
L35. Follow the main points in simple, straightforward audio recordings aimed at a general audience				
L36. Identify simple chronological sequences in recorded natives or dialogues				
L37. Understand instructions when delivered at normal speed and accompanied by visual aids				
L38. Follow everyday conversations and dialogues with some repetition				
L39. Comprehend and extract key facts and figures from a presentation/briefing (e.g. dates, numbers, etc.)				
L40. Follow discussions on familiar topics, provided idiomatic usage is limited				
L41. Follow the general idea of short talks/presentations when delivered in clear speech				

Listening I can...	Not yet	A bit	Mostly	Yes
L42. Recognise statements of agreement and disagreement in longer discussions when conveyed in clear speech				
L43. Follow the main point of longer discussions if delivered in clear, standard speech patterns				
L44. Locate key facts and figures in telephone conversations on familiar topics				
L45. Identify points of view from simple presentations/talks aimed at general audiences				
L46. Identify the general idea of discussions and explanations on unfamiliar cultural practices, norms and customs when speech is clear and slow				
L47. Identify specific details in simple presentations/talks aimed at general audiences				
L48. Understand the main points of a short talk/podcast etc.				
L49. Understand simple technical instructions for everyday devices/equipment				
L50. Logically deduce opinions from simple presentations/talks when guided by questions				
L51. Follow most everyday conversations if idiomatic usages are limited/avoided				
L52. Identify the main points from TV news bulletins when supported by visual aids				
L53. Follow changes of topic in conversations/discussions related to familiar subjects if speech is clear and slow				
L54. Recognise a speaker's feelings or attitudes				
Speaking I can...	Not yet	A bit	Mostly	Yes
S96. Summarise simple statements of fact on familiar, everyday topics				
S97. Describe future plans and intentions				
S98. Ask for and provide detailed directions				
S99. Summarise short written texts				
S100. Describe what you are looking for when shopping/requesting information				
S101. Give short talks/presentations on familiar subjects, using visual aids				
S102. Use common expressions to maintain conversations (e.g. right, so, I see, etc.)				
S103. Express beliefs, opinions, agreement and disagreement in a polite manner				
S104. Respond to offers/suggestions and express enthusiasm				
S105. Ask for changes to hotel/restaurant reservations via telephone				

Speaking I can...	Not yet	A bit	Mostly	Yes
S106. Make simple recommendations in familiar everyday situations				
S107. Make an apology				
S108. Express opinions using simple, straightforward language				
S109. Explain the meaning of words and phrases using simple, straightforward language				
S110. Communicate basic information of immediate relevance and clearly emphasise key points/facts				
S111. Provide short explanations using simple, straightforward language				
S112. Provide opinions when asked directly, providing requests for repetition is forthcoming				
S113. Structure short presentations/talks using discourse markers				
S114. Convey simple information, emphasising key points/facts				
S115. Deal with less common situations in public (e.g. shopping, restaurants, public transport, etc.)				
S116. Use simple, straightforward language to check understanding in telephone conversations				
S117. Convey food and drink preferences in some detail				
S118. Give and request personal opinions on topics of interest				
S119. Invite others to give their opinions/suggestions on next steps				
S120. Arrange delivery times in telephone conversations				
S121. Buy tickets for events via the telephone				
S122. Provide simple, straightforward descriptions on a range of familiar topics				
S123. Express attitudes using simple, straightforward language				
S124. Describe common events				
S125. Use a range of idioms in everyday situations				
S126. Participate in unprepared conversations on familiar topics				
S127. Describe dreams, hopes and ambitions				
S128. Introduce conversation topics using the Present Perfect and convey details in the past				
S129. Communicate invitations using formal language				
S130. Discuss everyday issues when speech is clear and slow				
S131. Participate in group discussions if conducted in a clear and slow manner				

Speaking I can...	Not yet	A bit	Mostly	Yes
S132. Provide detailed accounts of experiences, conveying feelings and reactions				
S133. Respond in a simple, straightforward way to verbal challenges				
S134. Participate in a simple interview e.g. for a job				
S135. Discuss and negotiate prices, to include asking for a discount				
S136. Explain the theme/plot of a short book/film				
S137. Communicate simple, straightforward reasons, justifying a particular opinion/point of view				

6.5.1.5 Individual 'Can Do Statement' Tracking Form B2 Level

Learner's Name:		Learning Programme:		
B2 Level				
Reading I can...	Not yet	A bit	Mostly	Yes
R46. Identify the main conclusions from texts presenting and contrasting arguments in a clear manner				
R47. Use a monolingual dictionary to check word meanings				
R48. Understand instructions for making online banking transactions				
R49. Make inferences and/or predictions about the content of newspaper/magazine articles from the headings/titles.				
R50. Identify persuasive language in texts				
R51. Distinguish between fact and opinion in texts on familiar topics				
R52. Differentiate between the main points and supporting information in texts				
R53. Critically evaluate the effectiveness of simple descriptive essays/texts				
R54. Understand the writer's purpose and intended audience in texts				
R55. Scan longer texts to locate specific information				
R56. Make logical inferences about attitudes and feelings based on evidence from texts				
R57. Conduct research on topics by reading a range of newspaper/magazine articles				
R58. Recognise tone/target audience in structured texts				
Writing I can...	Not yet	A bit	Mostly	Yes
W51. Write simple discursive essays				
W52. Show understanding of formality and conventions in standard letters				
W53. Write reviews of simple texts, using correct/appropriate conventions				
W54. Provide detailed descriptions of people/places				
W55. Support ideas with relevant/appropriate examples				
W56. Take notes, recording the main points raised in meetings on familiar topics				
W57. Write detailed descriptions of objects, devices, products, or pieces of equipment				
W58. Write formal letters/email of thanks/apology				
W59. Write formal letters/emails of invitation				

Writing I can...	Not yet	A bit	Mostly	Yes
W60. Write personal emails/notes expressing opinions on the news				
W61. Write a brief report providing factual information				
W62. Write longer descriptions of events occurring in immediate surroundings				
W63. Write clear instructions on how to fix an object, product, or device				
W64. Understand the difference between fact and opinion in structured pieces of text				
W65. Write structured text clearly, conveying main points and supporting details				
W66. Prepare a range of informal emails/letters using idioms				
W67. Write personal emails about abstract topics				
W68. Write short summaries of structured texts				
Listening I can...	Not yet	A bit	Mostly	Yes
L55. Recognise inferred meanings in simple presentations/talks				
L56. Identify the main reasons for and against an argument/idea in a discussion well delivered in clear speech patterns				
L57. Identify details supporting points of view in everyday conversations/discussions				
L58. Understand the majority of radio programmes/podcasts on familiar topics				
L59. Follow topic changes in factual TV programmes/news bulletins and form an idea/opinion of the main content				
L60. Understand detailed instruction				
L61. Recognise points of view in structured presentations/talks				
L62. Understand interviews, films, plays delivered in standard speech				
L63. Understand the main points and check comprehension				
L64. Understand the advantages/disadvantages of different opinions in everyday discussions				
L65. Understand and locate the main points in news items, with opinions, arguments and discussion				
L66. Follow chronological sequencing in extended pieces of informal speech when delivered at normal speed in standard language				
L67. Understand the difference between fact and opinion in informal discussions				

Speaking I can...	Not yet	A bit	Mostly	Yes
S138. Describe objects, possessions and products in greater detail				
S139. Exchange information on a wide range of topics				
S140. Deal with less common situations in shops, banks, etc.				
S141. Describe book/film themes and plots in some detail				
S142. Tell a short story				
S143. Describe a person's personality and emotions/feelings in detail				
S144. Communicate detailed information accurately				
S145. Express inferences/assumptions about people's moods or emotions				
S146. Summarise, in simpler terms, what someone else has said				
S147. Convey solutions to problems and explain why/how they would work				
S148. Describe everyday consumer-related problems and request appropriate solutions				
S149. Talk about past possibilities with a degree of accuracy				
S150. Justify personal viewpoints on topical issues, discuss pros and cons of the various options/opinions				
S151. Participate in routine formal discussions conducted in clear speech				
S152. Describe future plans/intentions in detail				
S153. Respond to clearly communicated questions				
S154. Participate in extended conversations on most common subjects				
S155. Make comparisons of quantities				
S156. Describe what you would do and how you would react in/to certain situations				
S157. Show level of agreement using an extended range of language				
S158. Express feelings confidently using a variety of expressions/phrases				
S159. Express personal opinions in discussions on social issues and current affairs				
S160. Recommend a particular course of action with reasons				
S161. Give detailed and clear instructions				
S162. Introduce new topics in formal discussions				
S163. Accurately describe problems with products/pieces of equipment				

Speaking I can...	Not yet	A bit	Mostly	Yes
S164. Explain a problem and demand what action should be taken in an appropriate manner				
S165. Make unprepared announcements fluently and clearly				
S166. Provide verbal summaries of plots/ sequences of events in films and plays				
S167. Express opinions on news stories use a wide range of everyday language				
S168. Describe personal goals				
S169. Convey clear arguments with clear supporting points and examples				
S170. Outline issues/problems clearly				
S171. Provide advice on a wide range of topics				

6.6 ESOL Initial and Ongoing Assessment: Planning for roles

Task	Person Responsible	When should this take place
ESOL Programme Audit		
Initial Assessment: Conduct Interview		
Initial Assessment: Conduct Reading & Writing Tasks		
Individual ESOL Learner Plan: Record results of initial assessment		
Individual ESOL Learner Plan: Plan actions/objectives arising from initial assessment		
Complete individual 'Can Do Statement' Tracking Form (at the appropriate level)		
Ongoing Assessment: Conduct formative assessments		
Ongoing Assessment: Record outcomes/results of formative assessment		
Plan for progressions/ actions arising from formative assessment		



Section 7: Initial and Ongoing Assessment Toolkit³

7.1 Listening and Speaking Toolkit

This section of the toolkit contains detailed instructions, along with sample questions for use in the informal interview which is conducted to establish the learner's level of listening and speaking competency. These questions can be used as part of both the initial and ongoing assessment process, while individual services/ETBs are encouraged to develop their own additional questions at each level so as to expand and develop this tool over a period of time.

Initial and Ongoing Assessment of Listening and Speaking Skills		
Phase	Outline of Phase	Indicative Timing
Introduction	<ul style="list-style-type: none"> Assessor welcomes the learner, introduces him/herself and explains the purpose and structure of the interview to the learner, indicating that the interview will last for approximately 10 minutes. 	5 minutes
Personal Information	<ul style="list-style-type: none"> Ask the learner some basic personal questions to elicit initial data required to complete Section 1 of the PLSS Learner Details Form. <ul style="list-style-type: none"> (It might also be a good idea to ask the learner to spell his/her name and/or address as this may help highlight difficulties with the pronunciation of individual letters/sounds, for example.) If the learner is having difficulty providing the personal information required to complete Section 1 of the PLSS Learner Detail Form, it may not be possible to proceed to the next stage of the Listening and Speaking assessment. If this is the case the learner should be assessed as a Pre-A1 level learner. Based on the learner's performance in providing the required personal information, the assessor should judge the level of conversation questions (A1 – B2) to use for the next stage of the assessment. 	
Conducting the Interview	<ul style="list-style-type: none"> To begin the main part of the listening and speaking assessment, the assessor should choose a question from the most appropriate level (A1 – B2). Based on the learner's response to this initial question, select any additional questions (from across levels A1 – B2), using judgement about moving to questions at higher/lower levels. Please note that if the learner is unable to answer any of the questions posed, it may be necessary to conduct a separate literacy assessment to check if there are additional supports required. 	4 minutes
Concluding the interview	<ul style="list-style-type: none"> Before concluding the interview give the learner the opportunity to ask any questions/raise any issues or concerns that they may have. Thank the learner for his/her attention and explain that the interview is now completed. 	1 minute

³ Based on the feedback provided by stakeholders at the consultation stage of this research, the initial and ongoing assessment toolkit provided here is influenced by the ESOL Scotland model, which has been identified in the feedback provided, to be a model of good practice. For more details of the Scottish model, please click the [link](#).

Initial and Ongoing Assessment of Listening and Speaking Skills			
Question Range	Questions for the learner	Performance Criteria	Recommended Assessment Level
Preliminary questions – Complete Section 1 of PLSS Learner Detail Form	<ul style="list-style-type: none"> • What is your (full) name? • Can you spell your (first/sur) name? • What is your PPS(N) Number? • What is your address? • (What is your Eircode?) • What is your phone number? • What is your email address? • What nationality are you? • What is your country of birth? / What country were you born in? • What is your date of birth? • (What is your Emergency Contact(s) name and phone number?? 	<p>This basic information is required from the learner to start the process of completing the PLSS Learner Detail Form. If the learner is unable to answer these questions, then the assessor should bring the interview to a conclusion.</p>	<p>These questions are posed to gather information required for Section 1 of the PLSS Learner Detail Form. They should only be used to record a final assessment result if the learner is unable to answer any of the questions. If the learner can answer all or most of these questions, then the assessor should proceed to the main part of the interview by asking one or two questions from the A1 category.</p>

Initial and Ongoing Assessment of Listening and Speaking Skills			
Question Range	Questions for the learner	Performance Criteria	Recommended Assessment Level
1	<ul style="list-style-type: none"> Tell me about your job/ Talk about your job. <p>and/or</p> <ul style="list-style-type: none"> Do you live in a house or an apartment? What languages do you speak? Do you like music/sport? Why/Why not? 	<ul style="list-style-type: none"> ✓ Uses a limited range of basic grammar constructs, but there is a high level of errors, ✓ Experiences considerable difficulty with pronunciation which affects the assessor's ability to clearly and accurately hear the message, ✓ Overly depends on the assessor to instigate and maintain the conversation flow, and tends to respond with one-word answers, often with native language interference, ✓ High levels of hesitation and unnatural pauses in the conversation, consistent requests for repetition and/or clarification, ✓ Considerable difficulty in understanding the assessor and/or making himself/herself understood. 	A1

Initial and Ongoing Assessment of Listening and Speaking Skills			
Question Range	Questions for the learner	Performance Criteria	Recommended Assessment Level
2	<ul style="list-style-type: none"> • Tell me about your house/apartment. • Do you enjoy learning English? • What did you do last night/year? 	<ul style="list-style-type: none"> ✓ Appropriate use of a limited range of grammatical constructions, but with considerable errors, ✓ Pronunciation patterns still require considerable effort on the assessor's part, ✓ Overly reliant on the assessor to maintain the flow of conversation, ✓ Attempts to converse on familiar subjects, but the flow is negatively impacted by considerable/frequent pauses and hesitation, ✓ Overly reliant on the assessor to provide repetition and/or clarification. 	A2
3	<ul style="list-style-type: none"> • Tell me something interesting about yourself/your family. • What did you do yesterday? • Tell me something about your home city/town. • If you could do any job, what job would you choose? Why? 	<ul style="list-style-type: none"> ✓ Largely appropriate use of a broad range of grammatical constructions, but there are still some errors present. ✓ Pronunciation still requires some additional effort on the assessor's behalf, ✓ Satisfactorily maintains the conversation flow, but is still reliant on the assessor for repetition and/or clarification ✓ Able to converse on familiar topics/topics of immediate need, but occasional pauses/hesitations hamper the natural conversation flow. 	B1

Initial and Ongoing Assessment of Listening and Speaking Skills			
Question Range	Questions for the learner	Performance Criteria	Recommended Assessment Level
4	<ul style="list-style-type: none"> • If you could travel to another country, where would you go? Why? • What do you do to relax/in your free time? • Do you enjoy meeting new people? Why/Why not? • Tell me about your favourite film. 	<ul style="list-style-type: none"> ✓ Makes use of a broad range of grammatical constructions, with only occasional errors noted, ✓ Pronunciation patterns are largely clear and minimal effort is required by the assessor to comprehend the core message, ✓ Easily maintains the natural conversation flow, ✓ Can converse on a range of both familiar and unfamiliar topics. 	B2

7.2 Listening and Speaking Assessment Scoring Rubric

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
The questions below are posed for the purpose of gathering basic personal information required for Section 1 of the PLSS Learner Detail Form. These questions should only be used to record a learner's final score in the listening and speaking assessment if the learner is unable to answer any or a large number of the questions. If the learner can answer all or a considerable number of these questions, then the assessor should proceed to ask questions from the A1 category below.					
What is your (full) name?	<ul style="list-style-type: none"> Doesn't understand the question. 	<ul style="list-style-type: none"> Use of a limited range of basic grammar constructs, with a high level of errors detected. 	<ul style="list-style-type: none"> Use of a limited range of basic grammar constructs, with a high level of errors detected. 	<ul style="list-style-type: none"> Largely appropriate use of a broad range of grammatical constructions, but there are still some errors present. 	<ul style="list-style-type: none"> Makes use of a broad range of grammatical constructions, with only occasional errors noted.
Can you spell your (first/sur) name?	Or	<ul style="list-style-type: none"> Considerable difficulty with pronunciation, affecting the assessor's ability to clearly and accurately hear/understand the message. 	<ul style="list-style-type: none"> Pronunciation patterns still require considerable effort on the assessor's part. 	<ul style="list-style-type: none"> Pronunciation still requires some additional effort on the assessor's behalf. 	<ul style="list-style-type: none"> Pronunciation patterns are largely clear and minimal effort is required by the assessor to comprehend the core message
What is your PPS(N) Number?	<ul style="list-style-type: none"> May be able to provide limited single word answers or answers using basic fixed/ formulaic expressions that are familiar to the learner. 				
What is your address?					
What is your Eircode?					
What is your phone number?					
What is your email address?					

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
What nationality are you?		<ul style="list-style-type: none"> Overly dependent on the assessor to instigate and maintain conversation flow. 	<ul style="list-style-type: none"> Attempts to converse on familiar subjects, but the flow is negatively impacted by considerable/frequent pauses and hesitation. 	<ul style="list-style-type: none"> Satisfactorily maintains the conversation flow but is still reliant on the assessor for repetition and/or clarification. 	<ul style="list-style-type: none"> Easily maintains the natural conversation flow.
What is your country of birth/what country were you born in?		<ul style="list-style-type: none"> Tends to respond with one-word answers, often with native language interference 	<ul style="list-style-type: none"> Overly reliant on the assessor to provide repetition and/or clarification. 	<ul style="list-style-type: none"> Able to converse on familiar topics/topics of immediate need, but occasional pauses/hesitations hamper the natural conversation flow. 	<ul style="list-style-type: none"> Can converse on a range of both familiar and unfamiliar topics.
What is your date of birth?		<ul style="list-style-type: none"> High levels of hesitation and unnatural pauses in the conversation, consistent requests for repetition and/or clarification of the question. 			
What is your Emergency Contact(s) name and phone number?		<ul style="list-style-type: none"> Considerable difficulty in understanding the assessor and/or making him/herself understood. 			

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
Tell me about your job/Talk about your job.		<ul style="list-style-type: none"> • Appropriate use of relevant basic grammar constructs, with a high level of errors detected. 			
Do you live in a house or an apartment?		<ul style="list-style-type: none"> • Considerable difficulty with pronunciation, affecting the assessor's ability to clearly and accurately hear/understand the message. 			
What languages do you speak?		<ul style="list-style-type: none"> • Overly dependent on the assessor to instigate and maintain conversation flow. 			
Do you like music/sport? Why/Why not?		<ul style="list-style-type: none"> • Tends to respond with one-word answers, often with native language interference • High levels of hesitation and unnatural pauses in the conversation, consistent requests for repetition and/or clarification of the question. • Considerable difficulty in understanding the assessor and/or making him/herself understood. 			

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
<p>Tell me about your house/apartment.</p> <p>Do you enjoy learning English?</p> <p>What did you do last night/year?</p>			<ul style="list-style-type: none"> • Appropriate use of a limited range of grammatical constructions, but with considerable errors. • Pronunciation patterns still require considerable effort on the assessor's part, • Overly reliant on the assessor to maintain the flow of conversation. • Attempts to converse on familiar subjects, but the flow is negatively impacted by considerable/frequent pauses and hesitation. • Overly reliant on the assessor to provide repetition and/or clarification. 		

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
Tell me something interesting about yourself/your family.				<ul style="list-style-type: none"> • Largely appropriate use of a broad range of grammatical constructions, but there are still some errors present. 	
What did you do yesterday?				<ul style="list-style-type: none"> • Pronunciation still requires some additional effort on the assessor's behalf. 	
Tell me something about your home city/town.				<ul style="list-style-type: none"> • Satisfactorily maintains the conversation flow but is still reliant on the assessor for repetition and/or clarification. 	
If you could do any job, what job would you choose? Why?				<ul style="list-style-type: none"> • Able to converse on familiar topics/topics of immediate need, but occasional pauses/hesitations hamper the natural conversation flow. 	

Question	Pre-A1 ESOL literacy	A1	A2	B1	B2
If you could travel to another country, where would you go? Why?					
What do you do to relax/in your free time?					
Do you enjoy meeting new people? Why/Why not?					
Tell me about your favourite book/film.					
	<ul style="list-style-type: none"> • Makes use of a broad range of grammatical constructions, with only occasional errors noted. • Pronunciation patterns are largely clear and minimal effort is required by the assessor to comprehend the core message. • Easily maintains the natural conversation flow. • Can converse on a range of both familiar and unfamiliar topics. 				

7.3 Alternative Speaking Exercise (All Levels)

Using the following photograph as a prompt, engage the learner in an informal conversation on the topic **'Ireland is a beautiful green country.'** It could also prompt further discussion about:

- The difference between Ireland and the learner's home country,
- The different tourist attractions in the learner's home country,
- What tourist sites in Ireland the learner has visited.



Image source: Michael Donohoe, 2019

7.4 Reading Toolkit

Note:

1. In relation to the reading texts contained in this toolkit, please note that there are 2 versions of the text provided for some levels. As the content of both texts is similar there is only a requirement to use one of the texts. It is up to the co-ordinator/assessor to decide which version of the text is the most relevant/appropriate.
2. The CEFR level stated on each text is considered to be at the lower end of that level on the framework.
3. If a learner scores **between 0% and 50%** on the Pre-A1/A1 level text, it could mean that the learner:
 - a. has no English language competency **or**
 - b. may have a literacy difficulty

If the assessor is concerned that the learner may have a literacy difficulty, then the learner should complete the literacy assessment included in this toolkit (See **Section 7.7**).

7.4.1 Reading Toolkit Instructions

1. Based on the results of the listening and speaking assessment, the assessor should choose appropriate level reading tasks, to begin with.
2. Encourage the learner to read the text and answer the questions based on the instructions provided at the start of each text:
 - a. **Pre-A1/A1 level texts** – One-word answers are acceptable.
 - b. **A2 level texts** – Full-sentence answers should be encouraged, where possible.
 - c. **B1 level texts** – Full-sentence answers using the learner's own words should be encouraged, where possible.
 - d. **B2 level texts** – Full-sentence answers using the learner's own words should be encouraged, where possible.
3. For the shorter texts at pre-A1/A1 and A2 level, the learner should be advised to spend **no more than 5 – 7 minutes per text**, while he/she should spend **no more than 10 – 12 minutes per text** at B1 and B2 level.
4. In assessing the learner's performance in the reading texts, it is important to highlight that, while the answers are provided in **Section 7.5**, assessors must consider the answer in context. For example, did the learner copy 'chunks' of the text and 'stumble across' the correct answer, did the learner apply correct sentence structures in attempting to answer questions in their own words, etc. While such judgements could be largely subjective, the following guidelines for marking each reading task attempt to bring some objectivity to the process:
 - a. If the learner gets **50% or less** of the questions correct, encourage him/her to complete the reading task one level below; e.g. if the learner scores 40% on the A2 level text, encourage him/her to complete the Pre-A1/A1 level text.
 - b. If the learner gets **70% or more** of the questions correct, encourage him/her to complete the reading task one level above; e.g. if the learner scores 85% on the A2 level text, encourage him/her to complete the B1 level text.
 - c. If the learner gets **between 50% and 70%** of the questions correct, the assessor can decide, at his/her discretion, if it is appropriate for the learner to complete the reading task at the next level above.
 - d. Assessors should repeat this process (i.e. selecting one level above or below) until you get an accurate understanding of the learner's reading level on the CEFR.

- e. *As mentioned earlier, the assessor should also objectively assess the structure of the learner's answer when marking, particularly for those texts requiring the learner to answer using full sentences and/or in their own words. For example, if the question states 'What age is Ali?' it is important to factor in the answer provided. In other words, does the learner answer in their own words 'He is 45' or does he/she copy directly from the text which may be written in the first person – 'I am 45 years old.' In summary, it is not only providing the correct answer that should be considered when marking the reading tasks.*

7.4.2 Pre-A1/A1 Level

Read the following text and answer the questions using either **one** word or a number.

Learner Name: _____ **Assessment Date:** _____.

My name is Ali Sakar. I am 53 years old. I come from Baghdad in Iraq but now I'm living in Dublin. There are seven people in my family. My wife's name is Samina. She is from Najaf in Iraq. We have 3 sons and 2 daughters. Our sons' names are Abdul, Yusuf and Samir and our daughters are called Alaa and Fatma. I am a kitchen porter in a local hotel in Dublin city centre. I am also learning English with the ETB in the evenings to help me speak better English at work and in the shops.

1. What age is Ali?

2. Where is he from?

3. Where is he living now?

4. What is his wife's name?

5. How many children does he have?

6. What is his job?

7. Is he learning English to find a better job?

7.4.2 Pre-A1/A1 Level

Read the following text and answer the questions using either **one** word or a number.

Learner Name: _____ Assessment Date: _____

My name is Samina Sakar. I am 51 years old. I was born in Najaf in Iraq. I moved to Baghdad when I got married. Now I'm living in Dublin. There are seven people in my family. My husband's name is Ali. He is from Baghdad. We have 3 sons and 2 daughters. Our sons' names are Abdul, Yusuf and Samir and our daughters are called Alaa and Fatma. I am a chef in a big hotel in Dublin city centre. I am also learning English with the ETB in the evenings to help me speak better English at work and in the shops.

1. What age is Samina?

2. Where was she born?

3. Where is she living now?

4. What is her husband's name?

5. How many children does she have?

6. What is her job?

7. Is she learning English to find a better job?

7.4.3 A2 Level

Read the following text and answer the questions using **full** sentences, where possible.

Learner Name: _____ Assessment Date: _____

Our names are Ali and Samina. We were both born in Iraq, but seven years ago we came to Dublin with our children. We only had 2 children then but now we have 5; 3 sons and 2 daughters. None of us spoke much English when we came to Ireland, but my husband and I started to learn English together with the local ETB. At home, we speak both Arabic and English with our children. They speak English very well. They are also learning Irish at school! We like learning English, but it is hard because we don't have any Irish friends. We would like to have some Irish friends to practise our English with and maybe even teach them some Arabic!

1. When did Ali and Samina come to Ireland?

2. Who did they come to Dublin with?

3. Where did they learn English?

4. According to the text, how many languages do their children speak?

5. Why is it hard for Ali and Samina to learn English?

6. What could they do if they had some Irish friends?

7.4.4 B1 Level

Read the following text and answer the questions using **full** sentences, writing your answers in your **own words**.

Learner Name: _____ Assessment Date: _____

Hi there, I'm Ali Sakar from Iraq. I am a kitchen porter in a local hotel in Dublin city centre. My wife Samina thinks it is a very hard job and that the hours are too long. Maybe she feels this way because I work a lot of nights and don't get to spend much time with her or our kids. She wants me to go to the local Post Leaving Certificate (PLC) college and study Culinary Arts. I would like to train to be a Commis Chef, but I don't know where to start! My wife is a chef in a different, much bigger hotel in the city centre. She cannot attend English classes at the moment because she works extremely long hours. I mostly work in the evenings so I can attend English classes during the day while the children are at school. I try to help Samina with her English, but I am still learning and making lots of basic mistakes!

1. What does Samina think about Ali's job? Mention **one** reason only.

2. Why might she feel like this about his job?

3. What does she want Ali to do?

4. What, according to the text, is the difference between the hotel Samina works in and the hotel Ali works in?

5. Why can Samina not go to English classes at the moment?

6. Why, according to Ali, is teaching his wife English problematic for him?

7. Find **one** example of a comparative adjective in the text.

7.4.4 B1 Level

Read the following text and answer the questions using **full** sentences, writing your answers in your **own words**.

Learner Name: _____ Assessment Date: _____

Hi there, I'm Samina Sakar from Iraq. I am a chef in a big hotel in Dublin city centre. My husband Ali thinks that it is a very interesting job. Maybe he feels this way because he wants to be a chef too. I want him to go to the local Post Leaving Certificate (PLC) college and study Culinary Arts. He would like to train to be a Commis Chef, but he doesn't know where to start! He is a kitchen porter at the moment in a different, much smaller hotel in the city centre. It is hard work and the hours are too long. Unfortunately, I cannot attend English classes at the moment because my working hours change every week. Ali mostly works in the evenings, so he can attend English classes during the day while the children are at school. He tries to help me with my English, but he is still learning and making lots of basic mistakes! I hope to start attending English classes in the evening next month because I will only be working during the day for the following 6 months.

1. What does Ali think about Samina's job?

2. Why might Ali feel the way he does about her job?

3. What does she want Ali to do?

4. What, according to the text, is the difference between the hotel Ali works in and the hotel Samina works in?

5. Why can she not attend English classes at the moment?

6. What is Samina hoping will happen next month?

7. Find **one** example of a comparative adjective in the text.

7.4.5 B2 Level

Read the following text and answer the questions using **full** sentences, writing your answers in your **own words**.

Learner Name: _____ Assessment Date: _____

Hi there, our names are Ali and Samina. Seven years ago, we moved to Ireland to start our new lives in Europe. We arrived in Dublin on 21st December 2012 with our 2 young children. It was quite a strange and surreal experience for us as it was just four days before Christmas, and we had never experienced this festival before. There were bright coloured lights, beautiful decorations and cheerful people singing everywhere we went. Everyone was so happy, and this was our first impression of Ireland; a lovely, friendly, vibrant and happy place! We really felt at home from day one! Of course, we really missed our families and we found it quite difficult at first to adjust to life in Ireland. It was completely different from our lives and our own culture in Iraq. To make matters worse, none of us spoke a word of English when we first arrived! We were completely lost, although we soon found jobs in separate hotels in the city centre. It was extremely hard work, but we were earning money, which allowed us to feed our children and rent a very small apartment 5 kilometres from O'Connell Street. O'Connell Street is Dublin's most important street. Dublin is a wonderful city, but it is very expensive. In fact, it is one of the most expensive cities in Europe! However, people are very friendly here and they have really made us feel at home. Dublin is our home now and we are all very happy here. Our children have lots of friends, and they are even learning Irish at school! Now we never want to leave Ireland!

1. When exactly did Ali and Samina arrive in Ireland?

2. In your own words, describe what they mean when they say, 'it was quite a strange and surreal experience for us.'

3. Why exactly did they find it difficult to adjust to life in Ireland?

4. They both found work in local hotels shortly after arriving in Ireland. They say it was tough work, but what was positive for them about having jobs?

5. Mention one positive and one negative thing that they mention about living in Dublin.

Postive:_____

Negative: _____

6. Find **one** example of a superlative adjective in the text.

7. How does their experience of moving to Ireland compare to your first impressions of life in Ireland?

Refer to the text in your answer. (40 words maximum)

[illegible]

7.5 Reading Toolkit – Answer Key

Notes:

1. *Many of the answers modelled here are intended as sample answers only. Any variation of these answers is acceptable, provided the assessor is confident that the learner's responses demonstrate a good understanding of the text and the questions posed.*
2. *When marking the reading tasks, assessors should refer back to the instructions provided at the start of each text and any specific instructions provided with individual questions:*
 - a. *Was the learner required to answer using one word/number or full sentences?*
 - b. *Was the learner requested to answer in their own words?*
 - c. *Was the learner requested to provide specific information in their answer (e.g. one example)?*
4. *In circumstances where it is evident that the learner has guessed/'stumbled across' the correct answer and/or where they did not put the answer into their own words (where requested), the assessor should not award the learner any marks for their answer, even if they managed to provide the correct answer.*

7.3.1. Pre-A1/A1 Level

Text 1:

1. 53
2. Baghdad (in Iraq)
3. Dublin
4. Samina
5. 5 / 3 sons and 2 daughters
6. Kitchen porter (in a local hotel)
7. No (to speak better English at work and in the shops)

Text 2:

1. 51
2. Najaf (in Iraq)
3. Dublin
4. Ali
5. 5/3 sons and 2 daughters
6. Chef (in a big hotel)
7. No (to speak better English at work and in the shops)

7.3.2. A2 Level

1. Ali and Samina/They came to Ireland 7 years ago.
2. They came to Ireland with their (2) children.
3. They learnt English with the local ETB.
4. They speak 3 languages (English, Arabic and Irish).
5. It is hard for them because they don't have any Irish friends.
6. They could practice their English and maybe teach them some Arabic.

7.3.3 B1 Level

Text 1:

1. She thinks that it is a difficult/hard job **or** that the hours are very/too long.
2. She feels like this because he works at night a lot of the time and doesn't get to spend (much) time with her or the children/kids.
3. She wants him to attend a PLC College and study Culinary Arts.
4. The hotel Samina/she works in is much bigger than the hotel Ali/he works in.
5. She cannot go to English classes because she works very long hours.
6. It is problematic for him because he is still learning English himself and makes a lot of basic mistakes.
7. (much) bigger.

Text 2:

1. He thinks that it is a very interesting job.
2. He might feel like this because he wants to be a chef (too).
3. She wants him to attend a PLC College and study Culinary Arts.
4. The hotel Ali/he works in is much smaller than the hotel Samina/she works in.
5. She cannot go to English classes (at the moment) because she works different hours every week/her working hours change every week.
6. She will be able/hopes to attend English classes (from) next month.
7. (much) smaller.

7.3.4 B2 Level

1. They arrived in Ireland (7 years ago) on 21st December 2012.
2. It was a strange and surreal experience for them because they arrived just before Christmas, which is a festival they have never celebrated/experienced before.
3. They missed their family a lot and Ireland was completely different from their lives and culture in Iraq.
4. It was good/positive to have jobs because they were earning money (and could afford to feed their family and rent a small apartment (in Dublin City Centre.))
5. **Positives:** It is a wonderful city/the people are very friendly.
6. **Negatives:** it is very expensive/one of the most expensive cities in Europe.
7. The most expensive.
8. ***The learner is required to answer this question using their own words with clear references back to the text.***

7.6 Writing Toolkit

7.6.1 Writing Toolkit Instructions

1. Based on the results of the listening and speaking and reading (if conducted before the writing assessment) assessments, the assessor should choose an appropriate level writing task to assign.
2. The CEFR level for each task is clearly stated at the top of each task.
3. Learners should be given a **maximum of 15 minutes** to complete the writing task.
4. As an alternative to using the tasks provided in **Sections 7.6.2 – 7.6.5**, the assessor may opt to use the task provided in **Section 7.6.6**, which is suitable for use with learners at any level between pre-A1 and B2 on the CEFR.
5. For writing tasks with word limits outlined, these word limits are only advisory. Learners should be encouraged to write as much as possible in the **15 minutes** allocated for the writing task.
6. Assessors should use the accompanying scoring rubric (**Section 7.7**) to help mark and score the learners completed writing tasks.

7.6.2 Pre-A1/A1 Level

Learner Name: _____ Assessment Date: _____

Write a **short paragraph** about what you do every day.

Hint

What time do you get up?

What time do you have breakfast/lunch/dinner?

What time do you go to work?

What time do you go to bed?

7.6.3 A2 Level

Learner Name: _____ Assessment Date: _____

Write a short email (**25 words or more**) to a friend explaining that you want them to go to Dublin with you next Saturday.

In your email:

Ask your friend if they want to go to Dublin with you on Saturday.

Say how you will get to Dublin.

Say what you would like to do in Dublin.

7.6.4 B1 Level (A)

Learner Name:_____ **Assessment Date:**_____

Write a short text **(50 – 60 words)** describing the main differences between life in Ireland and life in your home country.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

7.6.4 B1 Level (B)

Learner Name: _____ Assessment Date: _____

Write a short text (**80 – 100 words**) about a popular/famous festival or celebration in your home country.

In your text:

Explain what the festival/celebration is about.

Explain what people do and how they prepare for the festival/celebration.

Describe any special food/clothes associated with this festival/celebration.

Say if the festival/celebration is celebrated in Ireland or if it is similar to an Irish festival/celebration.

Learner Name: _____ Assessment Date: _____

[illegible]

7.6.5 B2 Level

Learner Name: _____ Assessment Date: _____

High Noon Hotel Group is currently recruiting for an experienced Wedding & Events Coordinator to join a dynamic team in its 4* resort which is an extremely popular wedding & event venue on the West coast of Ireland.

Main Duties:

- First point of contact for all queries regarding weddings, events, banqueting, and meetings
- Responsibility for all conference and banqueting queries
- Provide the highest level of service and attention
- To be the point of contact for all clients maintaining consistent communication from the initial query to the delivery on the day
- To demonstrate professionalism, integrity at all times
- To have expert knowledge of the Hotel including its product, services, pricing, menu options, room capacities
- Responsibility for managing and controlling booking
- Keep up to date with trends, developments and legislation that may impact the conference & banqueting department

The successful candidate will have:

- 2 years' experience working as a Wedding & Events Coordinator in a 4* hotel
- Excellent attention to detail and excellent organisation skills
- Be fluent in the English language, both orally and written
- **For more information on the role please feel free to contact Brian at High Noon at 091 55103456 or email hr@highnoon.com for more details.**

Please note there is **no** suggested word limit for this task.

[illegible]

7.6.6 All Levels (Pre/A1 – B2)

Learner Name: _____ Assessment Date: _____



Image source: Amanda Martin from Pixabay; www.pixabay.com

Describe what is happening in this photograph.

Please note there is **no** suggested word limit for this task.

Learner Name: _____ Assessment Date: _____

[illegible]

7.7 Writing Toolkit – Scoring Rubric

Assessors should use this scoring rubric to assist with correcting the learner's response to the writing assessment tasks.

ESOL Writing Assessment Scoring Rubric

Pre-A1/ESOL literacy:

- The learner is unable to write, at any level, in either English or their native language.
- There are errors with letter formation – the learner is not aware of the correct conventions for use of upper- and lower-case letters.
- The learner is unable to form numbers correctly.
- Letters and words tend to run into each other due to inconsistent/incorrect use of the correct conventions for word spacing and punctuation.
- The learner may not be able to write words or coherent sentences in English but is literate in the Roman script and can generally form both upper- and lower-case letters.
- The learner's handwriting/response may be illegible, or the learner may not be familiar with the correct writing conventions associated with the Roman script e.g. writing from left to right.

A1:

- Learner tends to write using single words or simple formulaic expressions and sentences.
- Sentences are not always sequential or coherently linked.
- There is a high level of basic grammatical errors throughout the learner's writing.
- There are a lot of spelling mistakes making it difficult for the assessor to understand the message being conveyed by the learner.
- The learner has little or no awareness of the correct conventions of punctuation in English.

A2:

- The learner uses simple sentences but can demonstrate use of simple connectors such as and, but, or, because, to convey two connected ideas/thoughts in a single sentence.
- The learner generally produces logical, coherent and sequentially ordered sentences.
- The learner makes a good attempt at using appropriate punctuation markers, but there are still considerable errors, although the assessor can broadly follow the learner's message/thought process.
- The learner can make use of a limited range of vocabulary and uses simple grammatical forms with some degree of control.

B1:

- The learner is able to link a series of sentences together consistently and coherently in a logical sequence.
- The learner can structure the text and can use paragraphs appropriately to separate different thoughts/ideas/parts of the text.
- Spelling and punctuation are largely understandable, but some errors still exist.
- There are some grammatical errors evident but tend not to affect the assessor's understanding of the message/thought process.

B2:

- The learner can clearly structure their writing and makes good, consistent and appropriate use of paragraphs.
- Spelling and punctuation are highly accurate and effective, although some minor errors and inconsistencies remain.
- Text is clear, logical, well-connected and generally well-organised.
- The learner can use a broad array of grammatical constructs with a high degree of accuracy.
- Where grammatical errors occur, they are minor and do not affect the level of understanding of the learner's message/thought process.

7.8 ESOL Literacy Assessment Toolkit

The following assessment tasks can be used with ESOL Learners to help determine if they have a literacy difficulty.

If possible, it is best that this assessment is conducted on a one-to-one basis and that the assessor discretely monitors the learner's performance in completing the tasks. In particular, the assessor should be aware of the learner's ability to:

- Accurately form upper- and lower-case Roman Script letters.
- Accurately form numbers.
- Write from the left-hand side of the page to the right-hand side.
- Hold the pen appropriately.

Note:

1. Assessors do **not** have to use all the tasks outlined below. The assessor can pick the tasks that are most appropriate depending on the learner's particular needs.
2. If the learner is able to complete the assigned tasks with relative ease, then they may not have a literacy difficulty. In this instance, the learner should be encouraged to complete the reading and writing assessment tasks included in [Sections 7.4](#) and [7.6](#) respectively.
3. After completing the assessment, the assessor should use the Individual Learning Plan (ILP) to record the learner's score.

7.8.1 Literacy Assessment Instructions

1. Writing the Alphabet

- The assessor should ask the learner to look at the letters and see if he/she can write in the missing letters in the sequence.
- Once the learner has completed the sequence with the missing letters, the assessor could ask the learner to read out the alphabet aloud to check his/her ability to form the sounds of each letter.

2. Numbers

- The assessor should ask the learner to look at the numbers and see if he/she can write in the missing numbers in the sequence.
- Once the learner has completed the sequence with the missing numbers, the assessor could ask the learner to read out the numbers aloud to check his/her ability to recognise both the numbers in English and the correct ordering of numbers.

3. Form Filling

- The assessor should ask the learner to complete each line of the simple form, one line at a time. The assessor should discretely monitor the learner's performance and provide additional support as required.

4. About you

- The assessor should encourage the learner to write five short sentences about themselves, their family, their work, their home country, etc. The assessor should discretely monitor the learner's performance and provide additional support as required.
- If the learner is unable to complete the task, the assessor should immediately move on to an alternative task, or if deemed appropriate the assessor can complete the assessment at this stage.

5. **Recognising signs and notices**

- The assessor could point to each sign one at a time and ask the learner if he/she recognises the sign.
- If the learner recognises the sign, the assessor should encourage the learner to write an example of where he/she has seen/would expect to see the sign in the box provided.

6. **Reading**

- The assessor should ask the learner to read the text out loud, while discretely monitoring his/her progress. If required/appropriate, the assessor could support/encourage the learner by pointing to each word individually.

7. **Dictation 1:**

- The assessor should randomly read out a selection of letters and numbers and ask the learner to write them in the spaces provided.
- Regarding the numbers, the assessor can either ask the learner to write the number in figures/word or a mixture of both.

8. **Dictation 2:**

- The assessor should read out the short text provided in a slow, clear voice and ask the learner to write down the text on a blank piece of paper.

Learner Name: _____ Assessment Date: _____

1. **Writing the Alphabet**

Ask the learner to write the missing letters in the sequence.

A, B, C, D, E, F, ____, H, I, J, K, L, M, ____, O, P, ____, R, S, ____, U, V,
____, X, ____, Z.

a, b, c, ____, e, f, g, h, i, ____, k, l, m, n, ____, p, q, r, s, t, u, ____, w, x,
y, ____.

2. **Numbers**

Ask the learners to write the missing numbers in the sequence.

1, 2, 3, ____, 5, 6, 7, ____, 9, 10, 11, ____, 13, 14, ____, 16, 17, ____, 19, ____

3. **Form Filling**

Complete the following short form:

First name: _____

Surname: _____

Address: _____

Eircode: _____

Telephone Number: _____

4. **About you**

Ask the learner to write five sentences about him/herself, their family, their work, their home country, etc.

1. _____

2. _____

3. _____

4. _____

5. _____

6. Recognising signs and notices

Ask the learner if he/she can recognise any of the following signs or notices and ask them if they can identify at least one place where would see the signs.


	Where would you see these signs?
	
	
	
	
	

Image source: www.pixabay.com

7. **Reading**

Ask the learner to read the following short text out loud.

My name is Ali. I come from Iraq. I live in Dublin with my wife and children. I have 3 sons and 2 daughters. I am learning English with my local ETB.

8. **Dictation 1**

Read out a random selection of letters and numbers and ask the learner to write them down.

1. _____
2. _____
3. _____
4. _____
5. _____

Dictation 2

Read the following text out loud and ask the learner to write it down on a blank sheet of paper.

My name is Ali. I come from Iraq. I live in Dublin with my family. I have 3 sons and 2 daughters. I am learning English with my local ETB.





