

ESOL Initial Assessment Pack





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ESOL Initial Assessment: introduction

This guide was produced by the Scottish Government's Lifelong Learning Directorate in 2010 to support practitioners to undertake initial assessment with their learners. Its aim is to help standardise initial assessment approaches, so that the learner can be placed in the appropriate provision.

It is recommended that providers adopt the principles, approaches and ESOL levels within the guide, and adopt or adapt the assessment materials to suit initial assessment procedures within their organisation. This revised edition takes account of the changes to SQA¹ qualifications.

These materials are designed to be used in a wide variety of contexts and settings to assess learners from ESOL literacies beginners to entry to vocational and academic programmes of learning/courses. They can be used by providers across all sectors including colleges, community, voluntary organisations and schools.

The guidance and materials in this pack are based on the principle that the main purpose of initial assessment is to ensure that all ESOL learners are placed in the most appropriate learning opportunity in order to make progress towards their specific language learning objectives and to achieve their personal, educational or employment goals. Initial assessment is the first stage in a process of diagnostic assessment and the development of an Individual Learning Plan (ILP).

This guide contains materials to assess all four skills: *speaking*, *listening*, *reading* and *writing*. *Speaking* and *listening* are assessed through a learner interview, which also plays a vital role in gathering information about the learner's past experience and in establishing their aims and aspirations for the future.

This guide uses the table ([Appendix 1](#) (page 50)) to relate the outcome of the initial assessment process to SCQF² levels.

The levels for each skill are matched against the SCQF and SQA NQ ESOL levels, both of which are derived from the Common European Framework (CEF).³ There are exemplars of the interview, the assessment of *speaking* and

¹ Scottish Qualifications Authority <http://www.sqa.org.uk/>

² Scottish Credit and Qualifications Framework (SCQF) <http://www.scqf.org.uk/>

³ The Common European Framework http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

ESOL Initial Assessment: introduction

listening, and of learners' *writing* to support standardisation. Detailed commentaries accompany the exemplars and are matched to the assessment criteria used. Grammar is assessed through the tasks completed by the learner in the productive skills of *speaking* and *writing* and reference is made to the range of structures used and accuracy of production in the accompanying exemplars ([Appendix 2](#) (page 52) and [3](#) (page 59)).

The assessment can be used with individual learners or with groups, and detailed information on how to conduct the assessment in different scenarios is given to support the process.

ESOL learners with dyslexia⁴

It is also worth considering the possibility that some ESOL learners may have a specific learning difficulty such as dyslexia. Assessors should be aware of the common characteristics of adult dyslexia and discuss learning preferences with the learner at the outcome stage of their assessment. This should be recorded on the Learner Information Form.

⁴ <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/17551/practice/learningdifficulties/dyslexiacharacteristics>

ESOL Initial Assessment: introduction

What is effective practice in initial assessment?

The following examples of effective practice have been incorporated into this guide:

Responsibilities of the organisation and the ESOL tutor/teacher

- Learners should always be assessed by a qualified and experienced ESOL tutor/teacher.
- ESOL staff must be familiar with the materials, criteria and levels used and should use the exemplars to standardise.
- Staff new to the organisation should always have the opportunity to observe an experienced ESOL tutor carrying out initial assessment.
- Staff carrying out initial assessment should match the learner to the appropriate learning opportunity and consider future progression routes.
- As well as gathering information on the level of the learners' skills in *reading, writing, speaking* and *listening*, the tutor/teacher should be taking account of levels of confidence, attitudes to learning and preferred learning styles. These factors will inform decisions about the most appropriate learning opportunity.
- Staff should also be sensitive to any key cultural, social or religious concerns that learners may have about particular learning programmes/courses.



Conducting the initial assessment

- Staff need to be aware that learners may be very nervous and that this may be their first contact with the Scottish education system or, indeed any form of organised learning.
- In all organisations, a key part of the process is an interview and this must be set up to put learners at ease and to build confidence in their abilities.
- It is essential that the tutor/teacher gives a clear explanation of the purpose and process so the learner understands why questions are being asked.
- The tutor/teacher should create an environment which puts the learners at ease. Translators and interpreters should be used as necessary.
- *Listening, speaking, reading and writing* should be assessed to establish a level in each skill.
- Learners should be given feedback on the initial assessment in a way that builds their confidence and they should be clear about what the next steps will be.
- There should always be an opportunity for the learner to ask questions about the learning opportunities available and the tutor/teacher should provide clear information about any alternatives.
- Learners should leave the initial assessment with a document that clearly indicates when and where they were assessed, their level and recommended learning opportunities.

After the initial assessment

- Further diagnostic assessment should take place when the learner joins a learning programme to ensure that they are on the right course. If the learner is not on the most suitable course, arrangements should be made to transfer him/her, ensuring that any ILP goes with the learner.
- The information gathered during the initial assessment process should always be given to the tutor/teacher who will be tutoring/teaching the learner to begin the process of building an ILP.

ESOL Initial Assessment: how to use the guide

In this initial assessment, all four skills - *speaking, listening, reading* and *writing* - are assessed.

Speaking and *listening* are assessed through a short interview with the learner and a judgement is made about level using criteria provided. This part of the assessment has two aims:

- to assess the level of the learner's *speaking* and *listening* skills
- to begin to build up a profile of the learner's needs and goals.

This is just the start of the process of building a profile which will continue when the learner has been placed in a suitable learning programme/course.

Reading is assessed through a series of texts that gradually increase in difficulty. There is an easy to use guide on how to mark these and match to level.

Writing is assessed through a short written task and a judgement is made about level, again using criteria provided. The assessor may wish to talk about the subject of the written task with the learner beforehand, which in turn could help generate ideas for the learner to use in his/her writing. This will eliminate the worry of "what can I write?" and allow the learner to focus on "how can I write about this topic?"



How to conduct the assessment

The materials in this guide are designed to be used by a qualified⁶ ESOL tutor/teacher so, whether the assessment is conducted on a one-to-one basis or with groups of learners, it is essential that your organisation complies with this requirement.

In order to make potential learners feel welcome and as relaxed as possible, you may want to consider some of the following factors:

- display welcome signs in different languages (see example below)
- make the location of the assessment as comfortable as possible
- organise a waiting area with refreshments and information for learners
- organise the layout for the interview so that it does not feel too formal for the learner.
- provide a toy box for any children that accompany their parents to the assessment.

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valkommen

欢迎

bienvenidos

ようこそ

bienvenue

स्वागत

benvenuti

خوش آمدید!

selamat datang

ЗАПРОШУЄМО

faillte

ben-vindos

Καλωσήθατε

zapraszamy

خوش آمدید

dobro dosli!

أهلا وسهلا

vitáme vás

⁶ Qualified to SCQF Level 8/9 in teaching ESOL

One-to-one assessment

Before you start the assessment, you should explain the procedure and the aim of the assessment to the learner. Make it clear that this is not a test or exam, but a means to discover their level of English, their learning needs and their goals, in order to find the most appropriate learning opportunity for them.

It is recommended that you begin the process with the *speaking* and *listening* stage to put the learner at ease and also to help you, the interviewer, determine which *reading* and *writing* tasks to give the learner.

You should carry out the *speaking* and *listening* assessment in a relaxed and informal manner to help the learner feel comfortable and secure (see the section on [speaking and listening](#) for more detail (page 17)). Once this is completed, you should assess the skills of the learner according to the criteria (see pages 20 - 22). When you have made a decision about the level you should mark it on the [learner information form](#).

The next stage of the process is to assess *reading* skills. You can ask the learner to start from the beginning of the texts and work through in order. However, where possible, if you are more confident about level, you can ask the learner to start at a particular text. The learner should complete as many of the texts as appropriate. See the section on [reading](#) for more detail (page 27).

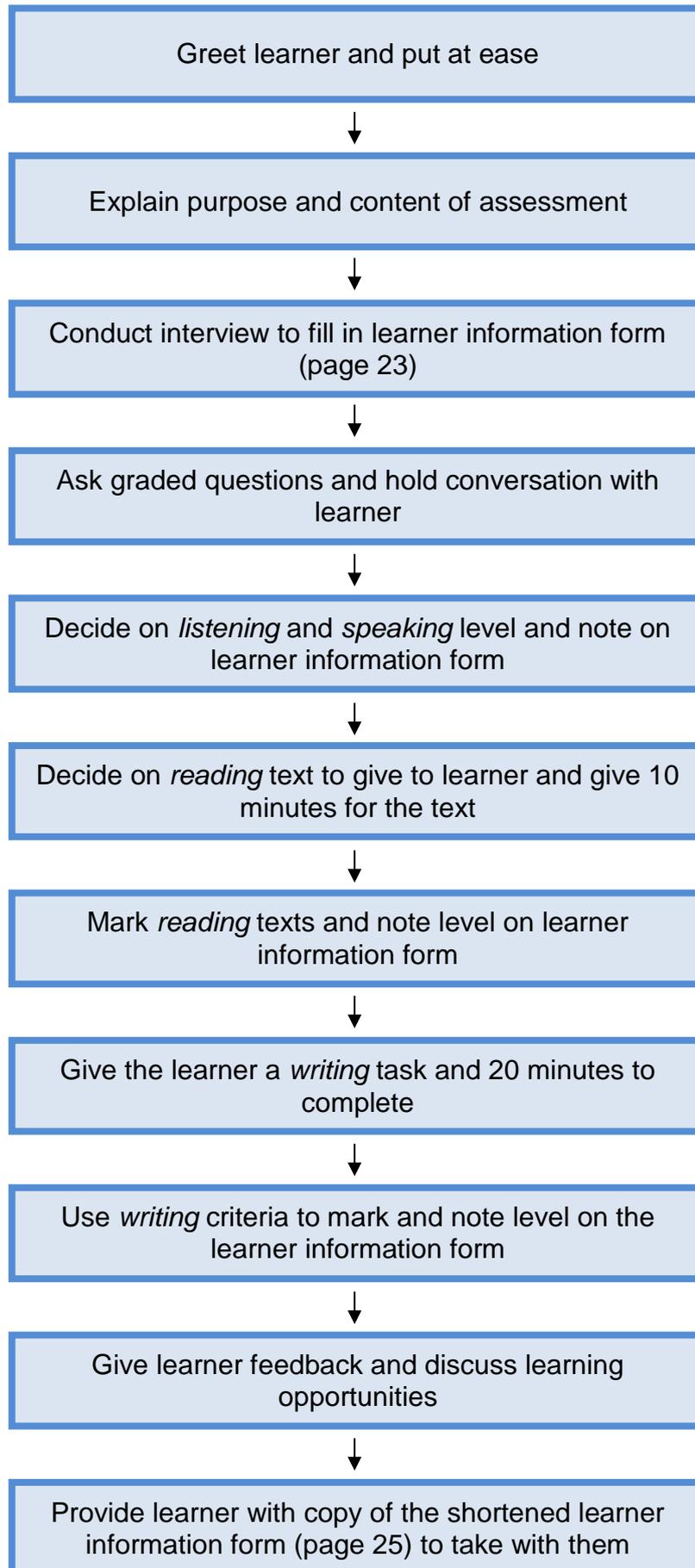
The final stage of assessment is the *writing* task. You should decide which task to give the learner based on the results of the *speaking* and *listening* assessment and the *reading* assessment. Give the learner a time limit of twenty minutes to complete the task. See the section on [writing](#) for more detail (page 39).

Record the results of the assessment on the [learner information form](#). Once done, you should be able to recommend an appropriate learning opportunity and level for the learner. See the section on [learner placement](#) (page 14) for more information.

Finally, you should check that the learner does not have any more questions and clearly understands the outcome of the process. Then you give the learner a copy of the shorter version of the [learner information form](#).

Please see diagram on the following page.

One-to-one assessment



Group assessment

Although it is best if the *speaking* and *listening* assessment is conducted at the beginning of the assessment process, it is not always possible to do this when assessing a group of learners. Group interviews will require at least two interviewers, and if a group of more than twelve learners is being assessed, then more interviewers will be needed.

When a group of learners is being assessed, it is important to put them at ease and explain the process to them. Explain that this is not a test or exam, but a means to discover their level of English, their learning needs, and their goals in order to find the most appropriate learning opportunity for them. Explain that during the assessment they will be assessed on their *speaking* and *listening*, *reading* and *writing*.

With a group situation there are two possible options. You could:

- a) Start with the *writing* task. Learners can self-select a task, you can select a task for them or you can ask them all to start with task 2. Whilst they are doing this, you can take individual learners to another room to complete the interview.
- b) Start with the *reading* task. Learners can self-select a task or you can ask them to read all tasks from the beginning until they become too difficult (see section on [reading](#) (page 27) for more details). Whilst they are doing this, you can take individual learners to another room to assess *speaking* and *listening*.

With larger groups, it may be necessary for learners to complete both the *reading* and the *writing* tasks before they are interviewed. If this is the case, then the *second* task that is given to the learner should be based on their performance in the *first* assessment.

If it is not possible to check the learners' *reading* before they start the *writing* assessment, you can ask them to self-select the *writing* task to complete. If you feel that the learner has completed the wrong *writing* assessment, you can still assess the *writing* done by the learner at a higher or lower level.

For more details, please see the sections on *speaking* and *listening*, *reading* and *writing*.

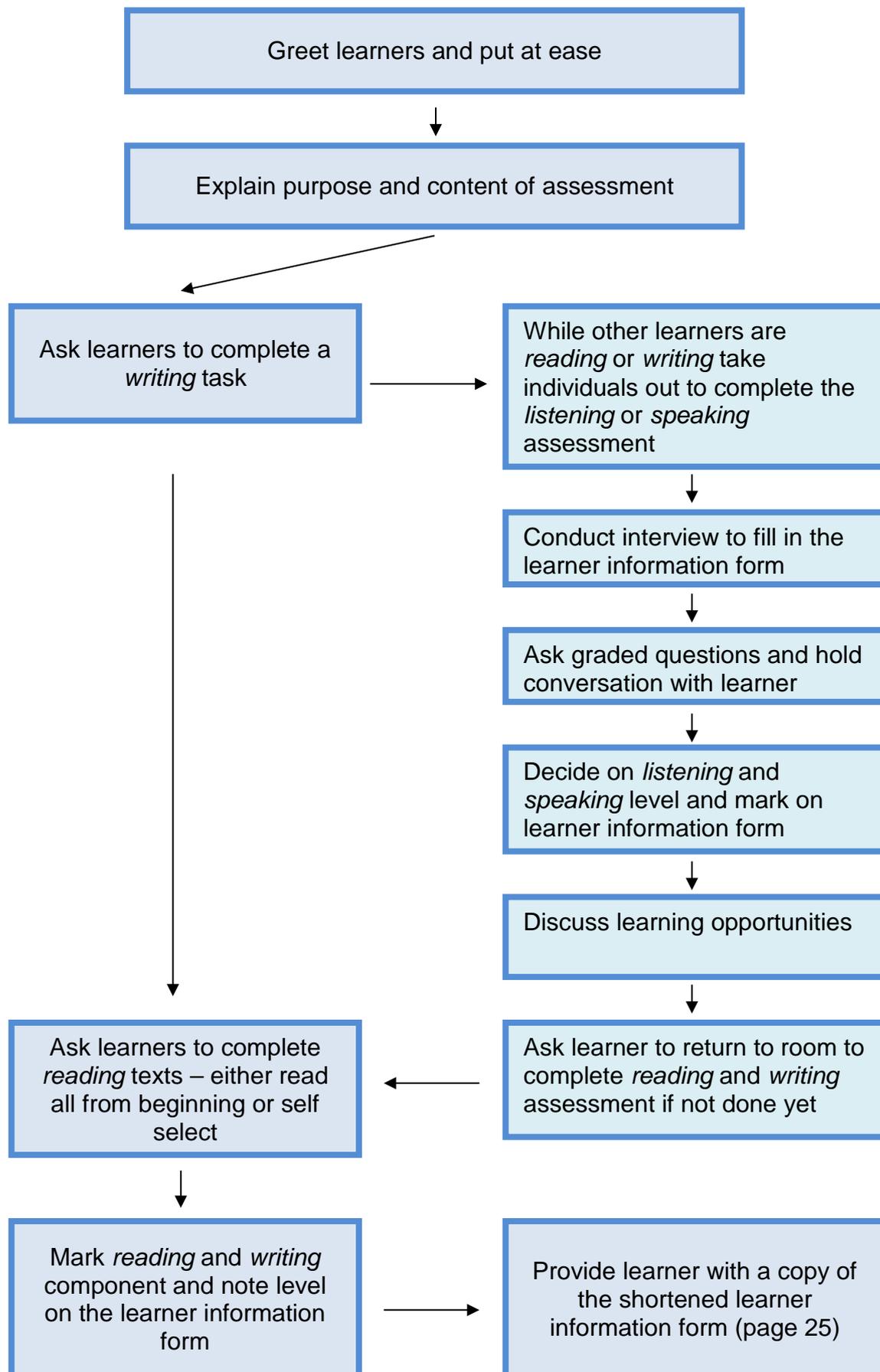
Record the results of each learner's assessment on the [learner information form](#). You should then be able to recommend an appropriate learning opportunity and level for the learner. See the section on [learner placement](#) (page 14) for more information.

Finally, you should check if the learner has any questions and clearly understands the outcome of the process. Then you give the learner a copy of the shorter version of the [learner information form](#) (page 25).

Please see diagram on the following page.

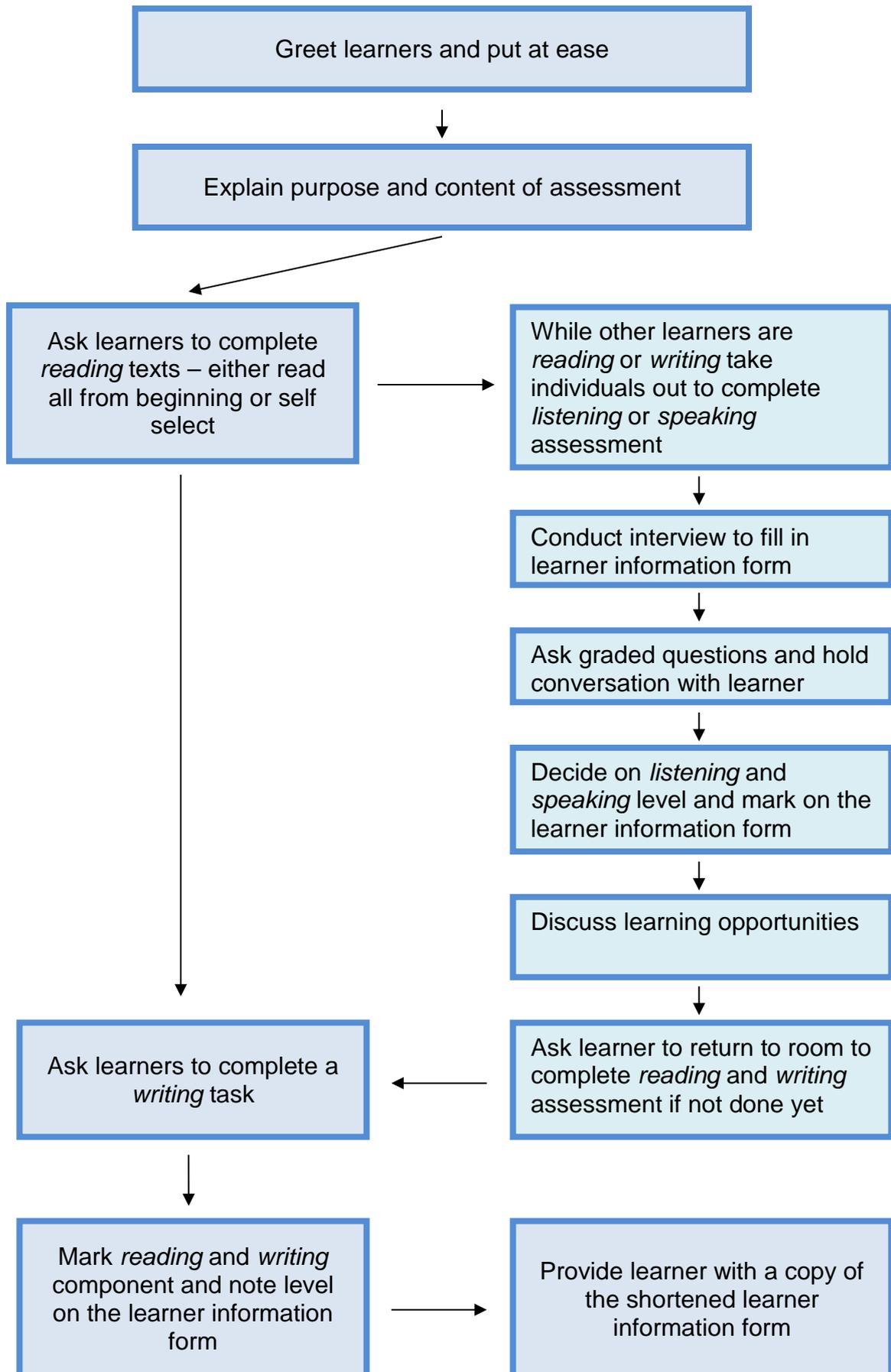
ESOL Initial Assessment: how to use the guide

Group assessment: completing *writing* task first



ESOL Initial Assessment: how to use the guide

Group assessment: completing *reading* task first



ESOL literacy learners

It is important to try to identify learners with literacy issues soon after they arrive for the assessment. If this is not done, the learners may be faced with an assessment they cannot understand and as a result become stressed and anxious.

It is easier to do this in a one-to-one situation as you can spend more time with the learner and notice more easily if they have difficulties with the tasks. Once a literacy need has been identified, you should proceed with the assessment of *literacy* (see page 44).

It can be more difficult to identify a literacy learner in a group situation, but it is more important to identify immediately. It could be very stressful for a learner who is sitting in a room with other learners and is unable to complete any of the tasks if the assessor does not notice this barrier. After handing out the *reading* or *writing* task to the learners, you (and the other interviewers/assessors) should spend a few minutes checking that each learner is comfortable with doing the task. Once a literacy issue has been identified, you should proceed with the assessment of *literacy* (see page 44).

Unlike the *reading* and *writing* component of the assessment, the *literacy* component requires someone to sit with the learner and work through the task together. If there are literacy learners in a group situation, you should consider extra support for assessing the literacy learners. If this is not possible, you should quickly set up the other learners with the *reading* and *writing* tasks and work quietly with the literacy learner before starting the *listening* and *speaking* assessments with the other learners.



Learner placement

Once the learner has completed all parts of the assessment, you need to make a decision about the level of the learner. When you have made your decision you can complete the results page on the [learner information form](#) by ticking the correct level of the four skills (pages 24-25).

Based on the interview, you should be able to identify on the [learner information form](#) the most suitable learning opportunity for the learner. It may be possible that you do not have an appropriate learning opportunity available for the learner and feel they are more suited to a learning opportunity with another organisation. If this is the case, you should refer the learner to the new organisation and give them their [learner information form](#) to take with them.

You should write the recommended programme/course and level in the last box on the form. Complete this part with the learner. The level at which the learner is assessed should also be recorded on the front of the form, as this is required if the learner is applying for naturalisation or settlement (Citizenship or Indefinite Leave to Remain). See the section on [Informing the learner of the outcome](#) on page 16 for more information. The [learner information form](#) must always be passed on to the learner's new tutor/teacher and a copy should be given to the learner.

Levels used are based on the SCQF and SQA NQ ESOL levels. However, providers using other levels such as English as a Foreign Language (EFL) or levels matched to exam boards can consult the equivalence table in [Appendix 1](#) (page 50).



Jagged profiles

In an ideal situation, learners' skills will be assessed at the same or very similar levels. However, many learners present with a *jagged profile*, showing very different levels across the four skills. When this happens, it can be more difficult to make a decision on level.

Some learners have good *listening*, *speaking* and *reading* skills, but manage far less when it comes to *writing*. For some of these learners the difference between their own writing system and English could be the cause of this; for example, Arabic speakers have a different script. In these cases, the learner's lower level of *writing* should not influence the interviewer too much, as it is more an indication of a particular skills issue rather than a reflection on their overall language level.

However, in some cases the learner may be very fluent orally but have inaccurate *writing* skills. This type of learner may have been in an English speaking country for some time, but had no formal English language tuition and picked up their English as they went along; in which case a lower level of *writing* may be more significant, as inaccurate writing reflects the inaccuracy in their language generally.

Another reason for difficulties in reading and writing could be dyslexia. In this case, it would be useful to know if the learner has difficulties with reading, spelling and writing in his/her first language.

Other learners may be very good at *reading* and *writing*, but weaker at *speaking*. This could be because of their culture and previous learning experiences; for example, a Chinese learner who was not given the opportunity to speak in class in China. This learner may just need more confidence and encouragement and a lower result in the *speaking* assessment may not be significant in terms of placing the learner.

It is not possible to describe all possible scenarios and outcomes in this guide. The interview should always take into account: first language, cultural background, previous learning experience, the learner's own reasons for wanting to learn English and the range of learning opportunities in which s/he can be placed before making a decision.

An experienced ESOL practitioner may be able to anticipate certain language learning difficulties of particular groups of learners, which can help with the assessment process. There are also resources⁵ that can inform the assessor of these language learning traits.

The ESOL Curriculum Framework illustrates how all aspects of a learner's life impact on current and future language development and should be considered when developing an ILP with a learner.

⁵ Learner English: A Teacher's Guide to Interference and Other Problems (2nd Edition); Michael Swan and Bernard Smith, Cambridge University Press

ESOL Initial Assessment: how to use the guide

Informing the learner of the outcome

Once the learner has completed all parts of the assessment, you should inform him/her and explain the outcome of their assessment. The learner should be informed of their level, the range of learning opportunities on offer and the most appropriate one for them. You should bear in mind that your organisation may not be able to offer the most appropriate opportunities as identified by you; in this case refer the learner to another provider. The procedure for this will vary from provider to provider.

The *learner information form* must always be passed on to the learner's new tutor/teacher and you should also give a copy to the learner.



Assessing speaking and listening

Speaking and *listening* are assessed through a short interview with the learner. This part of the assessment has two aims: to assess the level of the learner's *speaking* and *listening* skills and to begin to build up a profile of the learner's needs and goals. This is just the start of the process of building a profile which will continue when the learner has been placed in learning programme.

Communicative skills are also being assessed, so it is important to remember that the *conversation stage* is approached, as much as possible, as a two-way communicative exchange, and *not* as a series of questions and answers. You should respond and interact, as well as offer comments to further develop the interaction. At more advanced levels (question sets D (page 21) and E (page 22)), you should encourage the learner to speak at some length on each topic to show their full range of language abilities.

Procedures

- The *listening* and *speaking* component of the initial assessment will be conducted on a one-to-one basis.
- You should be familiar with the materials before the interview takes place.
- The interview room should be set up in a welcoming, non-threatening fashion. Ideally, the learner and interviewer should sit adjacent to each other.
- You should show sensitivity to the different cultural backgrounds of the learners. For example, handshaking between men and women in Muslim culture is not customary.
- Be aware of the fact that for some learners this will be a very new and different experience and they may not be used to giving opinions or talking about themselves in such a situation.
- Each interview will last approximately ten minutes. This time includes the learner entering and leaving the room, setting them at ease and bringing the interview to a close. When interviewing groups of learners, keeping to time will be important.

Materials

- One blank copy of the *learner information form* per learner.
- One copy of the ESOL Initial Assessment - *Interview Materials* (page 19).
- A blank page for taking notes if required.

ESOL Initial Assessment: speaking and listening

Assessment

Any learner who is unable to, or has insufficient language to provide the information required to complete the *learner information form*, should be placed in the lowest level class/group available. You do not have to continue with the conversation stage if a learner is unable to provide the language to complete the form.

The *speaking* assessment level descriptors should be suitable for a learner working **towards that level**. For example, a learner who meets the assessment criteria for SCQF Level 4/ SQA National 4 should be placed in an SCQF Level 4/ SQA National 4 class/group, not an SCQF Level 5/ SQA National 5 class/group.

Any learner matching the assessment criteria at level E should be able to cope with an academic or vocational level course in another subject.

Learner information form

Two versions of the learner information are provided. If your organisation does not currently have a detailed form that you complete when you assess a learner, then the longer version should be seen as a model to use or to adapt or design your own form. You should also complete the shorter form and give it to the learner to take away.

The shorter version can be used by organisations which already have their own detailed form and will continue to use this. It should be completed alongside your own more detailed form and be given to the learner to take away.



ESOL Initial Assessment: assessing speaking and listening

Stage	Procedure	Suggested Timing
Set the learner at ease	Greet the learner in a friendly manner, introduce yourself and inform him/her of the interview procedure.	5 minutes
Elicit learner information	<p>Ask basic questions to obtain factual personal information. Ask for the spelling of names and addresses, which could help identify literacy learners.</p> <p>If the learner is unable to answer even the most basic of questions, it may not be necessary to move on to the rest of the conversation. The learner should be placed in a beginners' class/group.</p> <p>Based on the speed and accuracy of the learner's responses, make an informed choice as to where to begin on the conversation scale <i>A – E</i> (pages 20 - 22).</p> <p>If the learner:</p> <ul style="list-style-type: none"> ▪ is unable to answer any questions, s/he should be placed in a complete beginners' class/group, although it may also be necessary to assess literacy capabilities. ▪ is unable to answer many of the questions go to A. ▪ can answer basic questions, but with not much detail, go to B. ▪ can expand on their reasons for learning, go to C. Then continue with D and E, as appropriate to ability. 	
Initiate conversation	Select a question to begin the conversation at the estimated level. Depending on response, select further questions from the same level, or select questions at random moving up through the bands. This stage of the process should be flexible. If you are an experienced assessor, you may develop a different conversation naturally from the questions at the form filling stage. It is perfectly acceptable to do this and you should not feel that you are constrained by the suggested questions.	
Bring the interview to a close	<p>If the learner has not asked you a question before the end of the interview, invite him/her to do so and respond appropriately.</p> <p>Thank the learner and inform him/her that the interview has ended. If the other assessments have been completed, the learner can be informed of the outcome of their assessment. Otherwise, the learner should be asked to continue with the <i>reading</i> and <i>writing</i> assessments.</p>	
		10 minutes

ESOL Initial Assessment: assessing speaking and listening

Questions and assessment descriptors

	Questions to ask the learner	Assessment descriptors			
	Any learner who is unable to respond to the factual information questions on the learner information form should <i>not</i> be asked any further questions.	<ul style="list-style-type: none"> Unable to use English and requires an interpreter for form completion 	Learners should be placed into a class/group working towards this level	Beginner	
A	<ul style="list-style-type: none"> Do you have a job? Tell me about your job. <p>If the learner does not work:</p> <ul style="list-style-type: none"> Do you live in a house or a flat? Describe your house/flat. Who lives in your _____? Tell me about them. <p>Or if the learner lives alone:</p> <ul style="list-style-type: none"> What do you like about living here? 	<ul style="list-style-type: none"> Attempts to use very simple grammar and lexis, but with a high frequency of errors Pronunciation places great strain on the listener Relies totally on interlocutor to maintain the interaction, by responding with one word answer, often in L1 Continual hesitations, requests for repetition and rephrasing stilt the exchange Demonstrates great difficulty in understanding or making him/herself understood 		SCQF Level 2	SQA National 2
B	<ul style="list-style-type: none"> Why did you decide to come to Scotland? What are your plans for the future? How is your life here different from your life in your hometown? What do you like doing in your free time? How often do you speak English? 	<ul style="list-style-type: none"> Uses a range of basic grammar and lexis, but with frequent errors Pronunciation places strain on the listener Relies heavily on interlocutor to maintain the interaction Attempts to discuss familiar topics, but exchange is hindered by frequent hesitations and requests for repetition and clarification 		SCQF Level 3	SQA National 3

ESOL Initial Assessment: assessing speaking and listening

Questions and assessment descriptors

	Questions to ask the learner	Assessment descriptors			
C	<ul style="list-style-type: none"> ➤ <i>What were you doing before you came to Scotland/the UK? Can you give me some more details?</i> ➤ <i>What do you find difficult about learning English?</i> ➤ <i>How could you improve your English outside the classroom?</i> ➤ <i>What do you need to do to become a successful language learner?</i> 	<ul style="list-style-type: none"> ▪ Uses a good range of grammar and lexis appropriately but with errors ▪ Pronunciation requires a sympathetic listener ▪ Maintains the interaction satisfactorily, but relies on strategies to facilitate understanding, such as requests for repetition and clarification ▪ Can discuss familiar topics, but exchange may be punctuated by occasional hesitations 	Learners should be placed into a class/group working towards this level	SCQF Level 4	SQA National 4
D	<ul style="list-style-type: none"> ➤ <i>What hopes do you have for the future?</i> ➤ <i>Tell me about a teacher you've had who influenced you in some way.</i> ➤ <i>What do you think makes a good language learner?</i> ➤ <i>Some people believe that you are only good at a language if you sound like a native speaker. What's your opinion?</i> 	<ul style="list-style-type: none"> ▪ Uses a wide range of grammar and lexis appropriately with only minor errors ▪ Uses clear pronunciation and can be understood by native speakers with only minimal effort on the part of the listener ▪ Maintains the interaction appropriately with relative ease ▪ Can discuss familiar and some non-familiar topics 		SCQF Level 5	SQA National 5

ESOL Initial Assessment: assessing speaking and listening

Questions and assessment descriptors

	Questions to ask the learner	Assessment descriptors			
E	<ul style="list-style-type: none"> ➤ <i>In your experience, how far do language classes prepare you for interaction with native speakers?</i> ➤ <i>Do you think there are any benefits in having a job whilst studying? What might they be?</i> ➤ <i>What disadvantages are there in studying for an exam as opposed to studying for fun?</i> ➤ <i>It is often said that experience is more valuable than qualifications. Do you agree with this?</i> <p>If you are assessing younger learners</p> <ul style="list-style-type: none"> ➤ <i>Have you done/are you going to do work experience at school? What do you think the benefits are?</i> ➤ <i>What do you do in your free time? How do you think technology has changed the way we spend our free time?</i> 	<ul style="list-style-type: none"> ▪ Consistently uses a wide range of grammar and lexis appropriately ▪ Pronunciation is very clear and understood by individuals whose first language is English with no effort ▪ Maintains the interaction appropriately with total ease ▪ Competently discusses all topics - familiar and non-familiar 	Learners should be placed into a class/group working towards this level	SCQF Level 6	Higher or vocational or academic course in another subject

ESOL Learner Information Form

Assessed at level: _____

Personal Information * see notes at end of form

Sex:	Male / Female	Title:	Mr / Mrs / Miss / Ms / Dr / Other
Surname:			
First name:			
Address:			
Phone number:			
E-mail:			
Nationality:		Country of origin:	
First language:		Other languages:	
Date of birth:		Date of arrival in UK:	
Previous education: Primary (number of years): Secondary (number of years) Further/Higher education (subject)			
Previous ESOL: ESOL classes attended and level: Any ESOL qualifications:		Employment: In country of origin: In Scotland/UK:	
Reason for applying to study ESOL: For work/for study/for personal interest/for Indefinite Leave to Remain/for citizenship <i>(Select one and encourage the learner to expand on the reasons given and write brief comments below)</i>			
Other information For example, is there anything that will make it difficult for the learner to attend provision?			

ESOL Learner Information Form

This learner is currently working towards the following level:	
Recommended ESOL learning opportunity	

Results			
	Speaking and Listening	Writing	Reading
Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beginner	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 2/ SQA National 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 3/ SQA National3	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 4/ SQA National 4	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 5/ SQA National 5	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 6/ SQA Higher	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 7+/ SQA Post-Higher	<input type="text"/>	<input type="text"/>	<input type="text"/>

Emergency contact details: Name and telephone number	
--	--

Assessed by: _____	Signature: _____
Date: _____	Organisation: _____

ESOL Learner Information Form (shorter version)

Assessed at level: _____

Learner Information Form

Surname:	Date of birth:
First name:	Nationality and languages:
Previous ESOL experience:	
Reasons for studying ESOL:	
Other information (support needs):	

Results

	Speaking and Listening	Writing	Reading
Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beginner	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 2/ SQA National 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 3/ SQA National 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 4/ SQA National 4	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 5/ SQA National 5	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 6/ SQA Higher	<input type="text"/>	<input type="text"/>	<input type="text"/>
SCQF Level 7+/ SQA Post-Higher	<input type="text"/>	<input type="text"/>	<input type="text"/>

The learner is currently **working towards**:

Recommended learning opportunity

Assessed by: _____	Signature: _____
Date: _____	Organisation: _____

Notes

Notes

For tutor/teacher to make notes.

Procedures

Assessing reading in a one-to-one situation:

- Choose an appropriate level for the learner based on the *speaking* component.
- Ask the learner to read the texts and answer the questions using short answers.
- If a learner scores less than 50% on a text, ask them to complete the level below.
- If the score is approximately 80% or above, ask them to try the next level. Continue in this way until a pattern of marks gives an indication of the learner's level.
- Learners should be advised not to spend longer than five minutes per text or ten minutes for the higher-level text.

Assessing reading in a group situation:

Either

If you started with the writing assessment, you can choose an appropriate level of text based on the writing done by the learner.

Or

- Learners should start at the first reading level.
- Ask the learner to read the texts and answer the questions using short answers.
- Allow the learners to work through the levels to a point where they experience difficulties.
- Learners should be given no longer than twenty-five minutes to complete the task.
- Learners must write the start and finish time of the task on their paper.

Or

- Learners should self select which text they want to start with.
- Learners should be given fifteen minutes to complete as much of the assessment as possible from the text they choose to start with.
- Learners must write the start and finish time of the task on their paper.

Materials

- One copy of the *reading assessment* (pages 29 - 36) per learner.
- Pens for learners.
- Answer Key (page 37).

ESOL Initial Assessment: reading

Assessment

- The levels indicated are *entry points* to learning at *that level*.
- A learner who does not complete the beginner task does not necessarily have a literacy difficulty. It may be that they simply have no English at all, although the literacy task should be completed to check this.
- In order to cope with an academic/vocational course in another subject, the learner needs to achieve the Entry Higher task with a minimum of 9 marks.
- For all other tasks the learner should achieve approximately 80% in order to progress to the next task.
- An answer key is provided but if you feel a learner has provided an alternative but equally suitable answer then accept the learner's answer.



ESOL Initial Assessment: reading

Beginner task

Name

Start time

Finish time

*Read the text and answer each question with either **one** word or a number.*

My name is Saima Ali and I'm a 16-year-old girl. I come from Pakistan but now I live in Dundee. There are five people in my family. My mother's name is Shaheen and my father's name is Anwar. My father is a chef and my mother works in a shop. I've got two brothers. Aslam is younger than me and Rasheed is older. I'm in the fourth year at secondary school. Now I'm studying a lot because I have exams soon.

1. How old is Saima?

2. Where does she live?

3. Is her mother a chef?

4. How many brothers does she have?

5. Is she studying a lot?

Total

ESOL Initial Assessment: reading

Entry to SCQF Level 2/SQA National 2 task

Name

Start time

Finish time

*Read the text and answer each question in no more than **four** words.*

I was born in Pakistan but ten years ago my family came to Dundee. I didn't speak English then. I learned it at school here. At home we speak English and Urdu. I usually speak Urdu with my mother because she doesn't know much English. She wants to go to an English class but she doesn't have time. I like speaking English with my brothers. The older one, Rasheed, is in sixth year at school. He got four Highers last year and he's studying for another one now. Next year he's going to Edinburgh University. He wants to be a vet.

1. When did Saima come to Dundee?

2. Where did she learn English?

3. Which language does she speak with her mother?

4. Why doesn't her mother go to an English class?

5. Who does Saima like speaking English with?

6. Where is her older brother going next year?

Total

ESOL Initial Assessment: reading

Entry to SCQF Level 3/SQA National 3 task

Name

Start time

Finish time

Read the text and answer each question in no more than **four** words.

My father thinks that doctors are more important than vets. He says that doctors cure people but vets only cure animals. Maybe he feels this way because he grew up in a small village in Pakistan. When he was thirty he moved to Dundee and it may be that he thinks animals belong in country areas and aren't for city people. When I was a child I wanted to have a cat but Dad said we couldn't keep an animal in the house. So he's a bit annoyed because my older brother Rasheed is leaving home and going to study to be a vet in Edinburgh. Dad would like him to stay with us but the problem is that Dundee University doesn't have courses for vets. I don't think that Rasheed's too upset about this because he told me that he wants to get away from home for a while.

1. Which job does Saima's father prefer, doctor or vet?

2. How long did he live in Pakistan?

3. What pet did Saima want when she was younger?

4. Who didn't want an animal in the house?

5. Where is Rasheed going to study?

6. How does Saima's father feel about him leaving home?

7. Can you learn to be a vet at Dundee University?

8. Does Rasheed want to leave home?

Total

ESOL Initial Assessment: reading

Entry to SCQF Level 4/SQA National 4 task

Name

Start time

Finish time

Read the text and answer each question in no more than **four** words.

Twelve years ago we were living in Lahore. I was four years old and my dad was a chef in a hotel there. One day a letter arrived from my uncle Asif – he's married to one of Dad's sisters. He was running a restaurant in Dundee and wondered if Dad might be interested in coming to be a chef there. Asif knew that Dad was a first rate chef so it made sense for both of them. He decided to go, and after a couple of years the rest of the family joined him. It was quite tough at first. I don't remember much because I was only six at the time, but I thought it was very cold. Now I've lived here for most of my life and things are different. I think of this as my home, but I'm still Pakistani in some ways.

1. How old is Saima now?

2. Where did she live before she moved to Dundee?

3. Where did her father's brother-in-law live?

4. Why did Asif invite Saima's dad to come to Dundee?

5. For how long was Saima's father separated from his family?

6. Why does Saima not remember much about moving to Dundee?

7. What does she remember?

8. Does she still feel that Dundee is strange?

9. Does she feel completely Scottish?

Total

ESOL Initial Assessment: reading

Entry to SCQF Level 5/SQA National 5 task

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

I sometimes wonder where I really belong. I used to live in Pakistan but I've been in Dundee for ten years now, and in many ways I feel Scottish. If you heard me speak, you wouldn't be able to tell the difference between me and anybody else around here. But, of course, my culture is different. When I'm at home with my family I'm a Pakistani girl – but maybe not completely.

I've been thinking about this a lot recently. You see, last year we all went back to Pakistan. It was my first time back since we left ten years ago, and it was strange. For a start, I was just about knocked over by the heat when we got off the plane. Then, after some time I began to notice other differences. I had some long conversations with my cousins, and their ideas and attitudes were not quite the same as mine. That's what you'd expect, of course, but I was still surprised by it. I suppose I'd always thought of myself as a Pakistani, but living in Scotland, it isn't as simple as that. If you asked me if I would move back to Pakistan now, I'm really not sure what I'd say.

1. Which three words in paragraph 1 tell us that the writer doesn't feel completely Scottish?

2. If you spoke to her, how would you know she had been in Dundee for a few years?

3. In Dundee, where does she feel most Pakistani?

4. How did she feel about Pakistan when she returned last year?

5. Which words tell us that the heat affected her when she returned to Pakistan?

6. How did she react when she spoke to her cousins?

Continued on next page

ESOL Initial Assessment: reading

7. Does the writer feel she is just a Pakistani living in Scotland?

8. How does she feel about moving back to Pakistan?

9. Which word in the text means to think about something you are not sure about?

10. What does 'this' in line 6 refer to?

Total

ESOL Initial Assessment: reading

Entry to SCQF Level 6/SQA Higher task

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

My name is Saima Ali and I'm a 16-year-old girl. I come from Pakistan but I've lived in Dundee for ten years now. If you'd asked me a couple of months ago about connections between South Asia and Dundee, I'd probably have said that it all started with the wave of immigration into Britain in the 1950s. However, we've been doing a project at school recently about the history of work in the city and I've discovered that there's considerably more to it than that.

There's a local saying that Dundee was built on jam, jute and journalism, in the sense that these were the three traditional industries and they provided employment for the bulk of the workforce. I chose to do some research into jute, this being a vegetable fibre, most of which was used for packaging and for backing carpets, though these days it has been largely supplanted by synthetic equivalents. It was first successfully spun mechanically in Dundee in 1833, and consequently an industry began to develop. Most of the raw jute came from Bengal but it was also produced in Pakistan. This meant that from the middle of the 19th century there were connections between what was then British India and Dundee. One result of this was that a significant number of Dundee managers and workers moved out to the Indian sub-continent. Apparently, this had an effect on local English because there were parts of Bengal where the people spoke it with a Dundee accent.

It's all gone now. There isn't a jute mill working in Dundee. The first mill in Calcutta opened in 1855, and now most of the world's spun jute comes from India, Bangladesh and Pakistan.

So how does all this affect me? Well, I find it interesting and reassuring that although I've only been here for ten years, the connections between my native country and this city go back a lot further into history.

1. Which word in paragraph 1 tells us that the influx of people into Britain in the 1950s was considerable?

2. Which words in paragraph 2 mean 'mostly replaced'?

3. In what way was jute processed before being used?

Continued on next page

ESOL Initial Assessment: reading

4. Which area was the major source of raw jute?

5. Which words in paragraph 2 tell us that Pakistan did not exist in the mid-19th century?

6. What caused emigration in the 19th century from Dundee to the Indian sub-continent?

7. What linguistic consequence did this have in Bengal?

8. Which word in paragraph 2 could be replaced by 'substantial'?

9. What has happened to jute production since the mid-19th century?

10. Why do you think the writer chose to research the jute industry?

Total

Reading tasks: answers

Beginner

1. 16
2. Dundee
3. No
4. 2
5. Yes

Entry to SCQF Level 2/SQA National 2

1. Ten years ago / (the correct year is also acceptable)
2. At school
3. Urdu
4. (She) doesn't have time / no time
5. (Her) brothers
6. Edinburgh University

Entry to SCQF Level 3/SQA National 3

1. Doctor
2. 30 years
3. A cat
4. (Her) father / Dad
5. (In) Edinburgh
6. (A bit) annoyed / angry (or equivalent)
7. No
8. Yes

Entry to SCQF Level 4/SQA National 4

1. 16
2. Lahore
3. Dundee
4. He's a good/first rate chef /To work as a chef
5. 2 years
6. She was (only) six (years old)
7. It was cold
8. No
9. No

Entry to SCQF Level 5/SQA National 5

1. 'in many ways'
2. She has a Dundee accent/She speaks like other local people
3. (when she's) at home (with her family)
4. (She felt) it was strange
5. 'I was just about knocked over'
6. She was surprised
7. No, she doesn't
8. She isn't sure
9. 'wonder', in line 1
10. Her cultural identity, or equivalent

Entry to SCQF Level 6/SQA Higher

1. wave
2. largely supplanted
3. (It was) spun (mechanically)
4. Bengal. ('Bengal and Pakistan' not acceptable)
5. (what was then) British India
6. The jute industry
7. 'The people spoke English with a Dundee accent' or similar
8. significant
9. It has moved from Dundee to India, Bangladesh and Pakistan, or similar
10. 'She finds it interesting and reassuring,' or it connects with her cultural background, or similar

Assessing writing

Writing is assessed through a short written task on a given topic.

Procedure

- Choose the most appropriate task for the learner based on the interview and the *reading* component. In a group situation, the learner may have to self select the *writing* task if s/he has not yet been interviewed:
 - Task 1 should be given to those considered to be working towards SCQF Level 2 or 3/SQA National 2 or 3.
 - Task 2 should be given to those considered to be working towards SCQF Level 4 or 5/SQA National 4 or 5.
 - Task 3 should be given to those considered to be working towards SCQF Level 6/SQA Higher, or are suitable for academic or vocational courses in another subject.
- Some learners may show a reluctance to write. It is important to explain that in order for you to assess their level accurately they should try to write as much as possible. Try to put them at ease and tell them not to worry, whilst encouraging them to write as much as possible.
- Ask the learner to write as much as they can in twenty minutes. If a learner has clearly finished before the time, the assessment should be stopped.

Materials

- One copy of the *Writing Tasks* (pages 40 - 42) per learner.
- Pens.
- One copy of the *writing* assessment guide (page 43).

Assessment

- Decide on the level of the writing by using the *writing* assessment guide (page 43).

Writing is appropriate for a class/group working towards SCQF/SQA level...

SCQF Level 2/SQA National 2 literacies

- Learner is unable to write in any language.
- Upper and lower case letters not formed or used correctly.
- Numbers are not formed correctly.
- Spacing between letters and between words is not appropriate.
- Writing is not always on the line.

Beginners

- Learner is unable to write in English but is literate in Roman script.

SCQF Level 2/SQA National 2

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

SCQF Level 3/SQA National 3

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

SCQF Level 4/SQA National 4

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

SCQF Level 5/SQA National 5

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

SCQF Level 6/SQA Higher and academic and vocational courses

- Logical structure with appropriate layout and paragraphing that assists the reader.
- Spelling and punctuation are mainly accurate with some slips.
- Text is flowing and uses complex sentences.
- Wide range of grammatical structures and vocabulary used.
- Grammatical errors do not detract from meaning.
- Expands on ideas and provides supporting points through reasons and examples.
- Provides an appropriate conclusion.

Assessing literacy

This assessment is designed to place pre-literate learners in *SQA ESOL National 2 Introduction to Beginner Literacies 1* or *2*.

Beginner Literacies 1 is for learners who are unfamiliar with the Roman script. They may have variable language skills in their first language, but will have little or no knowledge of writing and reading in English.

Beginner Literacies 2 is for those who have some knowledge of the Roman script but need to develop their use of it.

A learner who completes a *Beginner Literacies 1* course should go on to complete *Beginner Literacies 2*. A learner who completes *Beginner Literacies 2* should be able to continue learning English in a group for literate learners at the appropriate level.

Procedures

Materials

- One copy of the *Assessment of Literacy* task (pages 46 - 49) per learner.
- Pens.

Timing

- It is important that a literacy learner does not feel pressured during the assessment.
- Timings will vary with each learner.

Organisation and assessment

When assessing literacy, you should sit with the learner in order to work through the tasks together.

If the learner clearly cannot complete the tasks do not continue the assessment and place them in *Beginner Literacies 1*.

1. Point to the first item (page 46) and ask the learner *what is your name?* When the learner responds, point to the line and ask *can you write it here?* If the learner is unable to do this, you should write it on a separate piece of paper, asking him/her to help you with spelling. You then ask the learner to copy it for you. Do the same with the address and phone number.
2. Point to **Letters and sounds**. Ask the learner to look at the letters. Point to each letter and ask the learner to tell you which letter it is. Pause at the blank space and ask the learner to tell you which letter goes in the space. If the learner can do this, point to the space and ask *can you write it here?* Continue with the rest of the sequence.

ESOL Initial Assessment: literacy

When you have completed the sequence, point to each letter again, but this time make the **sound** of the letter. After a few examples, point to a letter and indicate for the learner to give you the sound of the letter.

Then check if the learner knows the sounds of the letters by asking the following question: *What letter does this word begin with?- apple, paper, November, ball, go, hot, yellow, zoo, cat, jam, Monday.* Ask the learner to point to the correct letter. You may want to use pictures of some of the words.

3. Point to **Numbers** (page 47). Point to each number and say it at the same time. Pause at the blank space and ask the learner to tell you which number goes in the space. If the learner can do this, point to the space and ask *can you write it here?* Continue with the rest of the sequence. Then point to each domino and ask *what number is this?* Finally, say three numbers and ask the learner to write each number that you say.

4. Point to **Writing words and numbers:**

Point to number 1: say *'write the name of your country here.'*

Point to number 2: say *'write your date of birth here.'*

Point to number 3: say *'write the name of the town or city you live in here.'*

Point to number 4: and the clock. Say *'what time is it? Write the time here.'*

If the learner cannot complete any, or only completes a few of these tasks, then s/he should be placed in *Beginner Literacies 1*.

If the learner manages to complete most of these tasks, continue with tasks on page 48.

5. Point to **Signs and numbers:**

Point to the first 6 boxes with the numbers. Ask the learner to read the numbers in each one and then ask *'what is this number?'*

Ask the learner to look at the signs. Ask the following questions:

'What sign tells you that you can buy stamps here?'

'What sign tells you that you can't park here?'

'What sign tells you how to open the door?'

'What sign tells you that you can go to the toilet here?'

'What sign tells you the shop is not open?'

'What sign tells you the way to the emergency exit?'

6. Point to the **reading passage** (page 49). Point to each word in turn and ask if the learner can read the word for you.

7. Ask the learner to copy the first line of the text.

If the learner struggles with this part of the assessment, s/he should be placed in *Beginner Literacies 2*. If the learner completes the tasks, an ESOL class/group should be appropriate. The learner's level should be assessed using the *reading* and *writing* assessment.

First name: _____

Surname: _____

Address:

Postcode:

Telephone number:

Letters and sounds

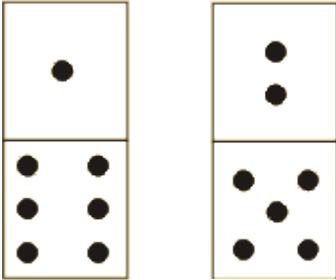
Aa Bb Cc ___ Ee Ff Gg ___ Ii

Jj ___ Ll ___ Nn Oo Pp Qq ___ Ss

Tt ___ Vv Ww Xx ___ Zz

Numbers

11 12 13 ____ 15 16 ____ 18 19 20 ____
22 23 ____ ____



Writing words and numbers

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



Signs and numbers

0131 246 8579

65/3 Ferry Road

125g

31 - 8 - 08

£78.42

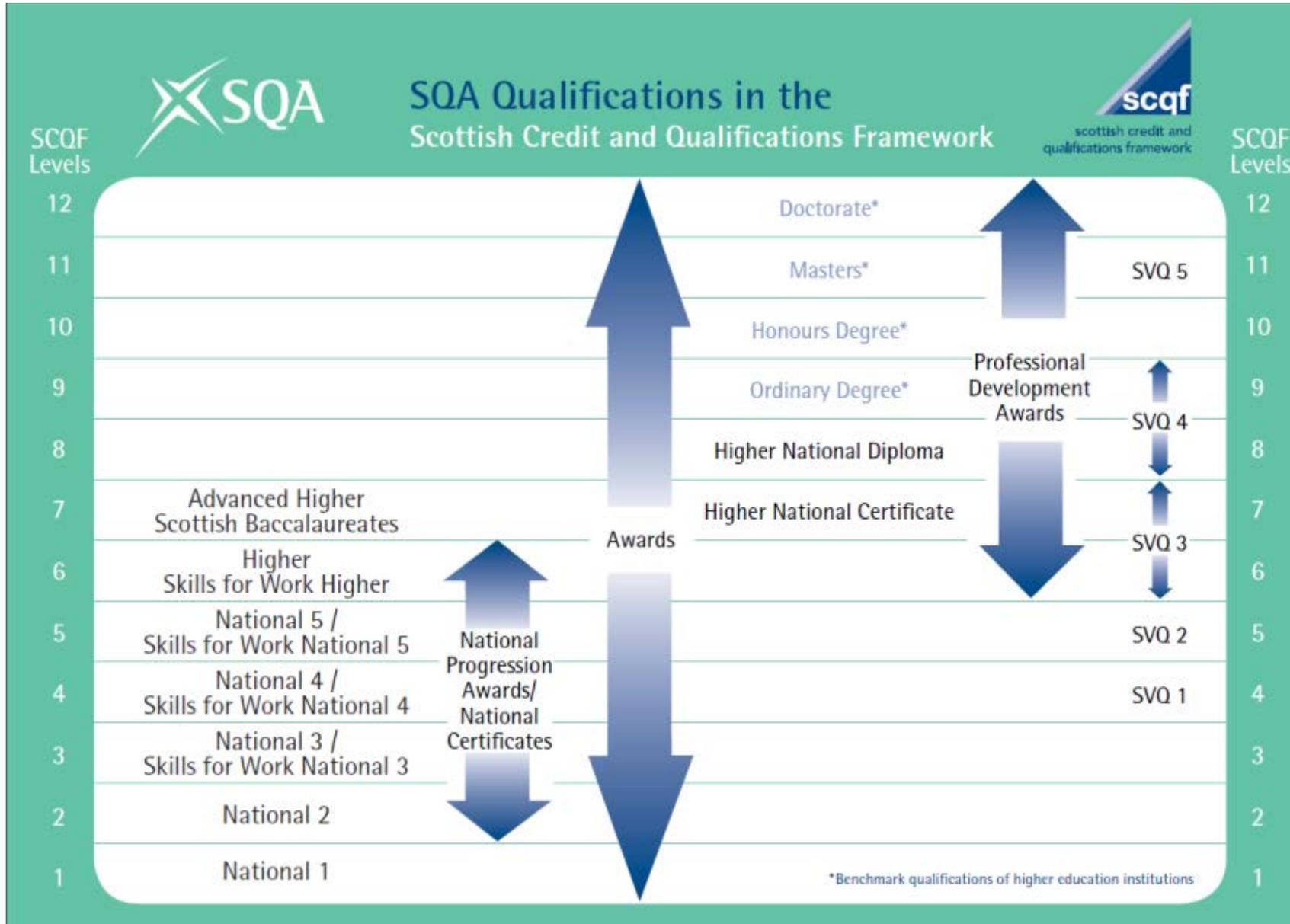
2:15pm



Reading

My name is Agnes and I come from Poland. I live in Scotland with my husband and my children. I have one son and two daughters.

Writing





Ready Reckoner for SQA Qualifications in the SCQF

Customer Contact Centre 0345 279 1000 customer@sqa.org.uk

The Scottish Credit and Qualifications Framework (SCQF) helps people to understand and compare different qualifications in Scotland.

It does this by using two measures:

Levels (1-12) show how complex the learning of a qualification is.

Credit points indicate the volume of learning required to achieve a qualification.

One SCQF credit point represents 10 notional learning hours.

SQA qualifications are developed using SCQF level and credit points. This information is shown on the Scottish Qualifications Certificate. The Ready Reckoner shows the level and credit points for SQA Units, Courses and Group Awards.



www.scqf.org.uk

Units	
Type	SCQF credit points
Higher National Units SCQF levels 5-12	8
National Units SCQF level 7	8
National Units SCQF levels 1-6	6
SVQ Units SCQF levels 4-12	varies

National qualifications		
	SCQF level	SCQF credit points
Advanced Higher	7	32
Higher	6	24
National 5	5	24
National 4	4	24
National 3	3	18
National 2	2	18
National 1	1	6

Scottish Baccalaureates	
SCQF level	SCQF credit points
7	104

Group Awards		
	SCQF level	SCQF credit points
Higher National Diploma	8	240
Higher National Certificate	7	96
National Certificate	4-6	72
National Certificate	2-3	54
Awards ¹	1-12	varies
Professional Development Awards ¹	6-12	varies
National Progression Awards ¹	2-6	varies

Scottish Vocational Qualifications ²	
	SCQF level
SVQ 5	11
SVQ 4	8-9
SVQ 3	6-7
SVQ 2	5
SVQ 1	4

¹ These are flexible Group Awards. SCQF credit points will vary according to the number of credits that they are made up of.

² Please refer to SQA's website for information on SVQs. The allocation of SCQF credit points and levels to SVQs will be undertaken as and when they are revised.

More information on the SCQF, and SQA's interactive ready reckoner, can be found at www.sqa.org.uk/scqf

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Appendix 1

ESOL Level Equivalents

SCQF Levels	SQA (Scottish Qualifications)	Common European Framework of reference for languages (CEF)	General ELT Levels	(England, Wales, Northern Ireland)	Cambridge Main Suite	IELTS
7	Higher National Certificate (HNC)	C2.2 C2 C1 Proficient user	Advanced		CPE	9.00 8.00
6	Higher		Lower Advanced		CAE	7.00 6.00
5	National 5	B2	Higher Intermediate	ESOL Level 2	FCE	5.00
4	National 4	B1	Intermediate	ESOL Level 1	PET	4.00
3	National 3	A2	Pre-Intermediate	ESOL Entry 3	KET	3.00 2.00
2	National 2	A1	Elementary	ESOL Entry 2		1.00
			Beginner	ESOL Entry 1		

Appendix 2

Speaking and listening exemplars

Introduction

The following commentaries, along with the video recordings of assessment interviews, are to support the standardisation of the assessment of *speaking* and *listening* and to provide examples of how the interview is conducted using the materials in the pack.

The commentaries have been matched to the assessment descriptors for each level.

The videos are available on [YouTube](#)

Assessment descriptors

- Attempts to use very simple grammar and lexis, but with a high frequency of errors.
- Pronunciation places great strain on the listener.
- Relies totally on interlocutor to maintain the interaction, by responding with one word answer, often in L1.
- Continual hesitations, requests for repetition and rephrasing stilt the exchange.



Interviewer comments

The learner gives personal information accurately without any need for significant repetition or paraphrasing. She uses very basic grammar and limited lexis. She tends to use only the present simple tense, although with frequent errors – “I’m sell glasses and perfume”, “she go to school”, “I’m like walked” and sometimes omits the verb – “my English no good”.

Pronunciation is generally clear.

The learner relies completely on the interlocutor to initiate and maintain the interaction. She only gives the information requested and does not attempt to expand on the themes, although she is given many opportunities. She often replies with one word answers or very short sentences, but never in L1. The only point where she offers minimal expansion is when asked about who is in her family.

When asked about her job, previous qualifications and her daughter’s school, the learner requires some repetition and paraphrasing. There are frequent hesitations as she searches for appropriate language or the correct information. This stilt the interaction somewhat. There is no attempt to discuss familiar topics in any depth at all.

The learner does not have great difficulty in making herself understood. Where she is unsure, the interlocutor paraphrases and repeats.

The learner demonstrates reasonable receptive skills, but information given is minimal with negligible expansion of answers. She relies completely on the interlocutor to paraphrase and maintain the interaction without which, it seems, the interaction would break down. Practise in this area should show quick improvement. Given the very limited grammar and lexis in her spoken English, the learner should be placed in an SCQF Level 2/SQA National 2 level class/group where she would have the opportunity to practise a range of grammar and vocabulary with a focus on accuracy. She should show rapid progress.

Appendix 2 Interview 2 – working towards SCQF Level 3

Assessment descriptors

- Uses a range of basic grammar and lexis, but with frequent errors.
- Pronunciation places strain on the listener.
- Relies heavily on interlocutor to maintain the interaction.
- Attempts to discuss familiar topics, but exchange is hindered by frequent hesitations and requests for repetition and clarification.



Interviewer comments

The learner uses basic and familiar lexis and grammar, although communication causes no problems generally. He tends to use the present simple tense, occasionally the past simple, though inaccurately, and attempts to use the present continuous, again inaccurately. He appears to have picked up strategies to maintain communication.

Pronunciation is generally clear. The learner has a good grasp of English phonemes with some exceptions. Stress and intonation need some work.

Very little reliance on the interlocutor. The learner has no difficulty keeping the interaction going and shows he is a practised communicator. Interaction is maintained without any great difficulty. There are few hesitations and the learner does not need to ask for repetition or clarification, though he does not appear to understand the interlocutor completely when she asks about advice he would give to someone learning English. He is hindered somewhat by his lack of sufficiently accurate structures.

When asked for reasons for learning, he produces them in a clear, sequenced way even though he has limited grasp of structures. This limitation does not impede expressing meaning, e.g. “I need more better pick up my language for my business.”

Possibly because of his job, the learner has managed to use his rather limited command of English to maximum effect, although he struggles slightly when attempting to describe the SQA NQ ESOL certificate he gained previously.

This is a good example of a learner who has had limited schooling from his own country but, because he has lived and worked in Britain for some time, has picked up a good deal of language and strategies for dealing with communication through his job as a hairdresser. Because of his lack of schooling, it may be that his reading/writing/study skills are not on a par with his listening/speaking skills. Given that he produces sentences such as, “He is coming in this country last year,” further work on accuracy at a fairly basic level is required, as well as expanding his range.

The learner’s communicative ability suggests he would be more likely to respond to the challenge of a higher level even though in some ways his structures are more in line with SCQF Level 2/SQA National 2.

On the basis of this interview alone, he should be placed at SCQF Level 3/SQA National 3 level. Final placement would need to take into account his reading and writing.

Appendix 2 Interview 3 – working towards SCQF Level 4

Assessment descriptors

- Uses a good range of grammar and lexis appropriately, but with errors.
- Pronunciation requires a sympathetic listener.
- Maintains the interaction satisfactorily, but relies on strategies to facilitate understanding, such as requests for repetition and clarification.
- Can discuss familiar topics, but exchange may be punctuated by occasional hesitations.



Interviewer comments

She only really uses the present tense. Although, we know when she is talking about the past she does not use the past tense: “I finish primary school”, “I just start when I came here”. However, she does use some good examples of sentence structure: “I want to stay in this country so I have to be able to read and write properly”. She has enough of a range of vocabulary to answer all the questions appropriately. She often misses the end of words, particularly the ‘s’ for plurals: “6 year”.

She has typical pronunciation issues for someone from Thailand; for example problems with the “r” sound. However, in general the listener can follow everything she is saying and on only a couple of occasions is clarification sought, for example “a certificate”.

The learner has very good listening skills and is able to understand everything that she is asked. She did not need any questions to be repeated.

She was able to give examples of her education and work experience and was able to expand on some points: for example, when asked to expand on “very honest”: “I like to work with the elderly people. They speak whatever they think”.

This learner is typical of someone who has been in this country for several years, but has not had much formal study of English. Her listening skills are very good and she can communicate well, although she has very little knowledge of grammatical tenses other than the present tense and she relies on fairly simple vocabulary.

On the basis of this interview alone, she should be placed at SCQF Level 4/SQA National 4 level. Final placement would need to take into account her reading and writing.

Assessment descriptors

- Uses a good range of grammar and lexis appropriately, but with errors.
- Pronunciation requires a sympathetic listener.
- Maintains the interaction satisfactorily, but relies on strategies to facilitate understanding, such as requests for repetition and clarification.
- Can discuss familiar topics, but exchange may be punctuated by occasional hesitations.



Interviewer comments

The learner shows a good awareness of grammar, although there are frequent basic inaccuracies. He uses simple tenses and with the past tense, in particular, not always accurately: “I didn’t motivated...”, “In theory is designs of electronics prototypes but after I study this I think...”, omission of “be” in “I thought that maybe this not my future” omission of “to” after “I decided...study...”.

A good range of vocabulary, which is used to maximum effect. When he is searching for how to explain, he hesitates frequently as he searches for the appropriate vocabulary but improvises well towards the end when talking about teaching and learning.

Pronunciation is generally clear. Good intonation, for example in clarification questions – “here in Edinburgh?” Generally good pronunciation of contractions, which are used occasionally. Some minor errors with word stress, but these cause no strain for the listener.

He has a practised understanding perhaps as he has learned a significant part of English on his own. No difficulties with understanding questions and maintaining interaction. Even when the learner hesitates frequently towards the end as he searches for how to explain something, he improvises well explaining when he cannot find the appropriate vocabulary. Repetition and clarification are not required.

There are frequent hesitations as the learner tries to find a way to express meaning within the limits of his English. He has no need for repetition or clarification.

On the receptive side, the learner’s skills are extremely competent. His pronunciation is also up to standard. However, he needs to work at SCQF Level 4/SQA Intermediate 1 level to improve the accuracy of his structures and his fluency which is hampered somewhat by his hesitations.

On the basis of his previous assessments (SCQF Level 3/SQA National 3), and on the way he conducts this interview, he should be placed at SCQF Level 4/SQA National 4 level.

Appendix 2 Interview 5 – working towards SCQF Level 5

Assessment descriptors

- Uses a wide range of grammar and lexis appropriately with only minor errors.
- Uses clear pronunciation and can be understood by an individual whose first language is English with only minimal effort on the part of the listener.
- Maintains the interaction appropriately with relative ease.
- Can discuss familiar and some non-familiar topics.



Interviewer comments

The learner uses a wide range of grammar appropriately: “I took”, “you can’t practise”, “I used to live in London”, “I am planning to live here”. However, often she answers with simple one or two word answers and does not use a verb structure at all. She shows knowledge of a range of vocabulary such as: “My childhood dream”, “You can’t predict your future”, although she makes some minor errors, especially in her use of articles and prepositions. She also uses cardinal numbers to give the date rather than ordinals.

In general, her pronunciation is clear and there are just a couple of instances where the interviewer has to seek clarification; for example: “train engineering”.

The learner is able to maintain the interaction, although she asks for clarification a couple of times: “What do you mean?”. She is fairly hesitant but this does not detract from the communication.

Although she is able to discuss all the topics, she does not expand on the points she makes and gives fairly basic replies.

This learner is able to answer all the questions about topics she is familiar with, but needs much more prompting when she has to expand on her replies or to give more details.

On the basis of this interview alone, she should be placed at SCQF Level 5/SQA National 5 level. Final placement would need to take into account her reading and writing.

Assessment descriptors

- Consistently uses a wide range of grammar and lexis appropriately.
- Pronunciation is very clear and understood by individuals whose first language is English with no effort.
- Maintains the interaction appropriately with total ease.
- Competently discusses all topics - familiar and non- familiar.



Interviewer comments

The learner consistently uses a wide range of grammar accurately and appropriately: past, present, future and conditional tenses. She only made one or two minor mistakes in her grammatical structures: once with her use of the present perfect tense and another time with the present continuous. She uses a wide range of lexis, both general and specialised vocabulary, such as “so frustrating”, “learning process”, “the power to decide”. There are some particular phrases she uses very well: “can practise English non-stop basically”, “I don’t know how to finish this sentence now”.

There were no problems at all with pronunciation. The learner speaks very clearly and can be understood easily.

She was able to answer all the questions and had no problem understanding what was being asked. A couple of times she asked for clarification of a question in order to get more detail. For example: “Just English benefits or any benefits at all?”. She uses some very appropriate conversational phrases such as: “Well it is difficult to define”, “If you know what I mean”, “That’s for sure”. She looked relaxed throughout the interaction and was even able to make a joke!

The learner was able to discuss the topic questions competently. She used intonation and stress well to emphasise her points. She was able to back up her points with examples.

The learner contributed effectively and relevantly throughout the interaction. She was coherent and fluent, with only natural hesitation.

On the basis of this interview alone, she should be placed at SCQF Level 6/SQA Higher level. Final placement would need to take into account her reading and writing.

Appendix 3

Writing exemplars

Introduction

The following commentaries, along with examples of learners' writing, are to support the standardisation of the assessment of *writing* using the materials in the pack.

The commentaries have been matched to the assessment guide for each level.

Appendix 3

SCQF Level 2/SQA National 2

I like Glasgow becos of popal weary janarase

I like glasgow caitar avere body mix and gat on with avery

one. Glasgaw Bildin as vere nice.

Wat i dislike^{like} about glasgow popal always

addaettue drgs and alcohol. and smokin

I like Glasgow werey nice and butepul cemaris.

I like Galagow chepa to livin

godd envairament and nice popal.

Assessment descriptors

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

Appendix 3

Interviewer comments

In general, formation of letters and numbers is correct, consistent and used appropriately, although not cursive. The learner distinguishes between upper and lower case, except in a couple of instances: with the initial “g” of the second Glasgow and with the subject “I” in line 4. Both of these, however, may be carelessness rather than the learner not understanding the difference, as she uses them correctly elsewhere.

The learner seems to understand the concept of a sentence to some extent. The sentences consist of one or two clauses. Throughout, the learner uses a very basic sentence structure and the sentences simply form a list of likes and dislikes about her city. The list shows no logical progression and there is no attempt to expand the themes, but there is an attempt to show a slight variation on sentence structure in sentence 4. However, because of the errors, it actually confuses the reader as the learner appears to be describing what she dislikes but then, as an afterthought, she also adds the verb “like” after “dislike”. In some sentences the learner has omitted the verbs and the conjunctions.

The learner seems to understand the basic connectors “because” and “and”, although they are sometimes omitted.

Overall, the learner uses a very limited range of grammar and even then makes frequent basic grammatical errors: singular/plural agreement in sentence 3, frequent omission of the verb throughout.

Spelling and punctuation are the main problems for this learner and prevent understanding: in sentence 4, other than the confusion of the verb “like” and “dislike”, the full stop after “alcoohol” and none after “smokin”, spelling of “janarase”, “aaltar”, “butepul cenaris”. The learner seems to have a particular problem with spelling of some words beginning with “v/w”. However, once the reader has used the context to work out the possible meaning, the vocabulary itself lends itself more to a learner at SCQF Level 3/SQA National3 level.

On the whole, the learner seems to understand when to use capital letters and full stops, although there are some inaccuracies: uses lower case “i” for the subject, full stop after “alcoohol”, capital letter for “Building”, no full stop after “smokin”.

The learner should be encouraged to focus on the literacy issues, particularly with punctuation and spelling, as well as improving grammatical accuracy and using a wider range of grammar. Placement for *writing* should be working towards SCQF Level 2/SQA National 2 level.

Appendix 3

SCQF Level 2/SQA National 2

I like Edinburgh and I like football

I don't like cooking and ^{I don't} work a hospital

I like my brother ~~and my sister~~

Assessment descriptors

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

Interviewer comments

Letters are correctly formed and the learner demonstrates correct use of upper/lower case. The learner does not appear to be familiar with cursive writing.

The learner seems to understand the concept of a sentence. The first two consist of two clauses in each sentence, while the third has only clause. Although the learner has only produced three sentences, they are correctly formed. The three sentences do not seem to be connected and simply seem to be part of a list of things that the learner likes. Within the first two sentences the learner only uses the connector "and."

There are no grammatical mistakes within the very limited grammatical range. The learner only uses the present simple tense with two negatives. Spelling is generally accurate with very minor errors which do not impede understanding.

The learner appears to understand the concept of a sentence, but makes no use of full stops. The apostrophe is also used – once correctly but omitted once.

As the learner has not understood the task, most of what is written is irrelevant to the question. Further practice is needed. The learner fulfils the criteria for working towards SCQF Level 2/SQA National 2, but at the lower end of the range.

Appendix 3

SCQF Level 2/SQA National 2

I like Scotland because it is a nice country and people

are friendly. I like snowing, it looks beautiful and

I like this swimming, sauna.

I dislike about the weather because it is cold for me

I dislike snow when it stays long time because it looks

dirty. I dislike next door because he parks his car

at front of my house some time my car can't

get in.

Assessment descriptors

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

Appendix 3

Interviewer comments

Letters are correctly formed, although the learner does not use cursive writing.

The sentences largely involve two clauses linked by “because” and “and”. More variety of structure would be expected at SCQF Level 3/SQA National 3 level.

Although the learner appears to understand the concept of a sentence, there is some uncertainty about this as shown in the second and last sentences which should actually be two sentences each. The sentences seem to make up a list of likes and dislikes rather than development of a theme.

The learner uses the present simple tense, the verb “to be” and a negative modal, but not always accurately. There are frequent grammatical errors – omission of third person singular “s”, omission of the verb “to be”.

Spelling is the main area of difficulty for this learner and requires the reader to pause and try to guess what is meant – “claen”, “clool” (cool, cloudy?), “hwen”, “nexdoo”.

Aside from the uncertainty over sentences, punctuation is generally accurate.

This learner has a slightly jagged profile in that literacy and grammar are ahead of spelling. However, a significant improvement would be made in a short time. The learner should be placed at the higher end of SCQF Level 2/SQA National 2 level and rapid progress would be likely.

Appendix 3

SCQF Level 3/SQA National 3

I am writing about where I live and what I like.
I like live in Edinburgh because is nice
city and I have got baby in Edinburgh
~~always~~ I dislike her in Edinburgh the
weather is cold and foggy. I work in the
chip shop and the food here is not healthy.
I see hear ~~always~~ too many homeless.

Assessment descriptors

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

Appendix 3

Interviewer comments

The learner forms and uses upper/lower case correctly, but does not use cursive writing. More practice is necessary.

The learner shows some awareness of developed sentence structure as seen in the first sentence where there are three clauses, but the middle verb is incorrect. The second sentence should actually be two or three distinct sentences. This is where it seems that the learner is not completely clear about what a sentence is. The only connectors used are “because” and “and”. Very little variety of structure.

There is some evidence of thematic connections between sentences, although it seems odd that the learner begins by saying that she likes living in Edinburgh, but then goes on to list the things she dislikes.

Spelling is largely accurate. In general, the mistakes do not prevent understanding to any significant extent, except for “aolways” and “her” which require the reader to pause until the ambiguity is resolved through context.

The learner uses the present continuous and the present simple tenses including the verb “to be”, though not necessarily always accurately. Vocabulary is also limited.

Grammatical errors are frequent but do not impede communication – incorrect middle verb in first sentence, omission of “to” in second sentence, word order in the final sentence.

The underlying structure here is reasonably developed and suggests that the learner would progress fairly quickly in an SCQF Level 3/SQA National 3 level class/group.

Appendix 3

SCQF Level 3/SQA National 3

~~The~~ The day of my wedding was an ~~expe-~~ experience that was very important in my life. This day I was very happy to see my family and my husband's family enjoy our union. but I was also sad because it was the last day with my own family, and I cried. This day I wear I very big dress, there was a lot of food and a lot of guess.

Assessment descriptors

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

Appendix 3

Interviewer comments

Letters and numbers are formed correctly and consistently, and are used appropriately. Writing is cursive.

Relatively complex sentences for this level and generally accurate. The learner shows some variety of sentence structure but does not demonstrate great variation in the grammatical structures used. The learner demonstrates correct use of simple connectors: “because”, “and” and “but”. Other than these, she does not use a range of connectors as is expected at SCQF Level 4/SQA Intermediate 1 level.

There is some attempt at logical development of the theme, although the writing is very short.

In general, spelling and punctuation are accurate enough to be followed most of the time, except with the first sentence of what seems to be paragraph 2: “but I was also sad...”. The learner seems to understand “but” though she omits the capital letter. It may be a slight oversight on the part of the learner, but by not starting with a capital letter, it makes the reader wonder if this sentence is part of paragraph one or two. It would seem that the learner is unsure of paragraphing. It does not, however, impede understanding.

There is also a problem with the punctuation of the final sentence which should actually be two separate sentences. Spelling is generally accurate and the minor error with “guess” does not impede understanding as the context makes meaning clear.

Although the learner uses good sentence structures in paragraph 1, with a relative clause, throughout the writing, she repeatedly only uses the past tense of the verb “to be” and one other past tense, “cried”. There is some repetition of vocabulary: “was”, “a lot of”, “this day”. In some respects, vocabulary is above that of SCQF Level 3/SQA National 3 level: “union”, “guess” (although the spelling is incorrect). However, there is not a sufficient range as would be expected at SCQF Level 4/SQA National 4 level.

As the learner has written a very short text, it is not easy to assess. However, on the basis of what has been written, she appears to be at the higher end of SCQF Level 3/SQA National 3 level. She should work on using a range of linkers rather than the very basic ones. She should also work on paragraphing and on using a range of vocabulary and tenses. Placement would be in a class/group working towards SCQF Level 3/SQA National 3 level where she would no doubt make rapid progress.

Appendix 3

SCQF Level 3/SQA National 3

I have got 2 very important things in my life. First is my driving licences. About 2 months ago I've passed my exam. It is very important for me because I'm looking for a ~~new job~~ new job, I want to be a driver. Second thing is my colleague. One year ago I've started my education of English colleague. I want to improve my language because in future I'm going to be an interpreter. English help me find a better job.

Assessment descriptors

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

Appendix 3

Interviewer comments

Generally, form and size are consistent and appropriate and sometimes cursive.

The learner only uses “because”, but it is unlikely that she does not know other simple connectors. She does not use a range of phrases. Sentences generally consist of one or two clauses, but there is some attempt at using more complexity albeit not accurately: “one year ago I’ve started my...”.

There is some attempt at writing logically: “first thing”, “second thing”, but the article is omitted. There is also some expansion of ideas, although there is no attempt to separate the two ideas into two paragraphs. It is also unclear what she wants to be – an interpreter or a driver.

Spelling and punctuation are generally accurate enough to be followed most of the time. The only spelling error causing slight confusion with meaning is “colleague”, but the context makes clear that she means “college” and not “colleague”.

The learner uses a limited range of grammar and some attempt at using a range of tenses albeit not always accurately: present simple, present continuous, present perfect and “going to”. She attempts to vary sentence structure by not always starting sentences with the subject. Vocabulary used is also fairly limited and sometimes used inaccurately: “have got”, “passed my exam (test?)”, “colleague”.

Areas to work on are: using grammar more accurately, especially tenses, extend use of basic and more complex connectors and work on paragraphing. In some ways, final placement would suggest SCQF Level 4/SQA National 4 level but, taking these development points into consideration, should be at the top end of a class/group working towards SCQF Level 3/SQA National 3 level where the learner should make rapid progress.

SCQF Level 4/SQA National 4

The word 'beautiful' is to describe a thing, a term or a person attractive. Everyone likes look beautiful. When I was 10 years old, I complained to my mother that my teeth are not good. I hit my hands and shouted at her, but she was not angry. After 2 hours I had a shower. She came to my room and sat behind me. She explained; A person looks good. must be healthy. If illness with body, the results are look awful. You growth is normal, and you are fit. I feel you are beautiful.

Until now I have never forgotten my mother told me about how to look good. I always mention my food to keep my healthy, and also to do regular exercise to keep fit.

Appendix 3

Assessment descriptors

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

Interviewer comments

The learner uses the linkers “and” and “but”. It is unlikely that she would not know “because” given the complexity of the writing. Besides the basic linkers, she also uses a range of other connecting phrases: “Until now”, “After (2 hours)”, “When (I was)”.

The learner writes with continuity developing the theme and shows awareness of paragraphing to some extent. However, the first paragraph should probably be split into two.

Spelling and punctuation are generally accurate, but slightly confusing in the middle part after “she explained” to the end of the paragraph. Despite this, it is easily comprehensible.

The learner demonstrates some basic sentence structures as well as some complexity and variation: “When I was 10 years old...”, “Until now I have never...”.

The learner makes some minor grammatical errors. For example, in the first sentence, she omits “used” after “is” and also the verb and relative pronoun in the second clause of the same sentence. She also makes some errors with use of vocabulary. It is unclear what she means by “I hit my hands” and “she came and sat behind me” sounds strange. One would expect her to sit next to or in front of her, not behind.

The learner has a reasonably good grasp of collocations generally, although she occasionally uses some vocabulary inaccurately. She also demonstrates an awareness of more complex grammar than a learner at SCQF Level 3/SQA National 3 level. The learner should work on grammatical accuracy, focussing particularly on relative clauses and conditional clauses. Placement should be at the lower end of SCQF Level 4/SQA National 4 level, rather than at SCQF Level 3/SQA National 3 level.

SCQF Level 4/SQA National 4

The environment, weather even area around people can impact people's emotion and reaction, so there is no doubt that climate can impact people's personality.

Normally, most people work hard and have very stressful life, so good climate can bring them a good mood. For example, a sunny day and clear sky make people calm and treat tasks more easier. But on the other hand, bad climate, no sunshine and cloudy sky causing people to have bad emotion.

Moreover, climate impact people's personality through affecting human physical. In bad climate, human health is harmed, then body loses its natural balance. This causes people easy to get disease.

To sum up, I believe people benefit from good climate - have positive personality. But it's a bit hard to do so in poor climate.

Appendix 3

Assessment descriptors

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

Interviewer comments

The learner uses “so” and “then” between clauses and shows the ability to link between sentences, using expressions like “For example”, “But on the other hand” and “Moreover”.

In general, cohesion is excellent and the text is well-paragraphed both in terms of subject-matter and layout.

Spelling errors are minor and do not impede comprehension. Punctuation is good.

There is no need for a range of tenses in this sort of text, the present simple being adequate. It might be noted, though, that the learner makes correct use of a passive form in the third line of paragraph 3. However, there are some serious limitations displayed in the text. Taking the present simple as an example, the learner makes two mistakes in the last line of paragraph 2. There is similar uncertainty over the use of articles and prepositions. Vocabulary is quite developed, but not to the point where the learner can use the correct part of speech with confidence. For example, in the second sentence in paragraph 3 “healthy”, “loss” and “nature” are used instead of “health”, “lose” and “natural”.

The learner shows the ability to convey quite complex ideas in language that is largely understandable. However, further work at SCQF Level 4/SQA National 4 level would help to reduce some of the more basic errors.

Appendix 3

SCQF Level 4/SQA National 4

One of the most important experience in my life is definitely the time when I moved to Scotland. I was only 17 year old that time and it was very difficult for me to leave all my friends and start new life. ~~It~~ Actually the only reason why I moved to Glasgow was because my family has been living here for 10 years. My mother decided that I will come to her and go to ~~see~~ school. Finally I went to college for English course and really enjoyed it. I think this is one of the most important time in my life with many changes, meeting ^{new} ~~new~~ culture and people.

~~I think I have the~~

I think I have got really important experience even if I will go back home one day I could compare different countries, and the education from ~~to~~ another country is always useful.

Appendix 3

Assessment descriptors

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

Interviewer comments

The learner shows the ability to construct quite developed sentences using, for example, complex subjects in sentences 1 and 3 and a noun clause in sentence 4.

There is continuity, though the first paragraph is rather long and could be split.

There are only two spelling mistakes: “definitely” in line 2 and “difficult” in line 4. Both of these are minor. The last paragraph could be improved by a sentence break after “experience”; otherwise punctuation is excellent.

This learner shows a jagged profile in that, as indicated above, his sense of structure is quite developed but is marred by some fairly elementary mistakes. Examples are uncertainty over plurals (“year” in line 3 and “time” towards the end of paragraph 1), omission of “at” in line 4 and “a” in line 6. Tense use is also rather limited: “has” rather than “was” in line 7; the present rather than past perfect continuous in line 8, and the unnecessary “will” in paragraph 2, line 2.

It is possible that, since moving to Scotland from Poland at the age of 17, this learner’s spoken English has developed in advance of his written English and this has allowed the embedding of some fairly elementary mistakes that are not so noticeable in speech.

Opinion might be divided as to whether he should be placed in SCQF Level 4/SQA National 4, to spend some time on the basics, or allowed to develop in SCQF Level 5/SQA National 5. The former might be the better choice, if only to raise his awareness that he needs to improve the accuracy of his written work.

SCQF Level 5/SQA National 5

personally, I do not agree with this statement because ~~we~~ ~~can~~ whatever weather we face everyday, we should accept it because we can't change the weather. Therefore, we need to change our attitude towards the weather. Instead of complaining about it. For example if the weather is unpleasant and change frequently we simply keep staying calm and happy. it would clear up soon.

On the other hand, many people become quite depressed about the weather.

Sum up, I think that the weather will not change or adapt our personality.

Appendix 3

Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

The text is divided into three paragraphs, though these need to have either blank lines between them or indentation. However, the learner has allowed the subject-matter to have too great an influence, to the extent that the first paragraph takes up most of the text.

The only spelling mistake is in the first word of the text, “Personoly”. Punctuation is accurate.

Cohesion is maintained by a series of introductory phrases: “Therefore”, “For example”, “On the other hand” and “(To) sum up”.

Within the fairly limited range required here, the learner shows a facility with English structures. The second sentence is a good example of this. Vocabulary is quite developed.

There are some slips: for example “changes” in line 5 and “would” in the last line of paragraph 1. However, these do not impede understanding.

This text shows a learner with well-rounded profile, where grammar, vocabulary and cohesion are at roughly equal stages of development. Working towards SCQF Level 5/SQA National 5 would be appropriate.

Appendix 3

SCQF Level 5/SQA National 5

I have studied sociology for 5 years at University in Poland. After that, I ^{have} worked ^{for 6 months} as a social worker.

My wages were really low, so I decided to go to Scotland.

My first impressions were quite bad. I did not speak English at all. I did not understand workmates and people from my neighbourhood.

It was very stressful. I wanted to come back, but I got over it. I met my boyfriend. I also changed my job. I have been working in a restaurant since 2007.

I would like to come back to Poland, but I have to improve my English level. It is really important to my.

Appendix 3

Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

There is appropriate paragraphing in terms of subject-matter, though there should either be a blank line between each paragraph or indentation.

Spelling is perfect, with the exception of the very last word, though this is more likely to be a grammatical slip. The learner has even revised the word “neighbourhood”, in line 7, from the US to the British form.

The learner makes a good connection between paragraphs 1 and 2 – “Scotland” / “My first impressions” and uses paragraph 3 as a conclusion.

Tenses include an appropriate use of the present perfect continuous at the end of paragraph 2, though there is some uncertainty over the choice of tense in line 2. In fact, the original tense, the past simple, would be better.

Verb use is confined to tenses. There is little evidence of non-finite forms, with the exception of infinitives. Participles or gerunds do not feature.

Sentence structure is fairly limited. Where there is more than one clause these are linked only by “and”, “but” or “so”.

With the exception of the uncertainty over tense in line 2, which is marginal, there are no grammatical errors.

The learner is capable of writing clear and accurate text. Structures are adequate but not highly-developed. Her *writing* level is at the lower end of SCQF Level 5/SQA National 5.

SCQF Level 5/SQA National 5

An experience in my life, which ^{has} influenced in my personality, it has been moving to Scotland. In Poland where I come from, I studied and live with parents. I haven't got responsibility like bills, work etc., just ~~by~~ student life. Since I come to Scotland many things have changed. The beginning was quite hard, especially with elementary knowledge of English language. The worst thing was job, I've worked in a place which I hated and I ^{have} never thought that I'd be working in ~~such a~~ place like this. The climate of this job was terrible. I recognised then that I can't stay in this job. I go back mentally there. Warehouse experience shows me that I can't work in jobs where there is only one profit - money.

Appendix 3

Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

There is no paragraphing in the text.

There are very few spelling mistakes. Punctuation is adequate.

The text presents a fluent and well-connected narrative, describing the learner's experience of moving to Scotland.

The learner uses a range of tenses, but with some uncertainty. Line 4 shows two examples, where both the present simple and present perfect are used instead of their past equivalents. The same confusion over time is evident in lines 11-12, though here the learner is striving for a fairly advanced structure. Vocabulary is more than adequate for the task.

In spite of these errors the text reads quite clearly.

Although some aspects of the text show considerable development, the learner needs further practice in order to firm up certain areas of grammar, particularly the use of tenses. Some time spent at SCQF Level 5/SQA National 5 level would be useful.

Appendix 3

SCQF Level 6/SQA Higher

The question about how the weather can form or change our behaviour or personality is subject of several studies. Is it possible to explain the national behaviour between countries if it is consider the climate of these societies is other point in discussion.

It's a fact that our habits change during the seasons; how we wear, what we eat, and the kind of activities related to. In the summer, with sunny days the people like to do more activities outside and then are more sociable compare to during the winter when most of the activities are indoors and more restrictive to small groups.

How long or how strong can be one summer or winter can affect our behavior because can change our habits. I think our personality is conform for factors such as social structures and cultural features, which are kind stables nowadays, but however in the beginning they were building around geographic and climatic factors. Today the technology, the diversity and exchange of cultural habits are changing our views about life and the world.

Appendix 3

Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

Structure is logical to a certain extent. The learner should use a blank line between paragraphs, or indentation.

There are some minor spelling mistakes. Punctuation is accurate.

The learner constructs a clear and detailed argument. Sentences are perhaps too complex for her ability at the moment. The second sentence in the text might be seen as typical. What she is trying to produce is presumably something on the lines of, "Whether it is possible to explain national behaviour differences between countries in terms of their climates is the other point for discussion." However, she has some way to go before being able to master the necessary structures.

There is no need for a great range of tenses in this type of text. Sentences exhibit a variety of structures. Vocabulary is adequate for the task.

The grammatical errors she makes tend to be at a fairly advanced level and result from her over-ambitious approach to structure. None of these impede understanding of her general argument.

There is a clear example of expanding on ideas in the second paragraph, where the learner starts by stating that our habits change according to the seasons, in terms of clothes, food and activities. She then goes on to discuss the difference between summer and winter activities.

Her conclusion, that technology and the increased interplay between different cultures are becoming more important than geographical and cultural habits, is an appropriate conclusion to the text.

It might be argued that this learner should spend further time consolidating her structures in an SCQF Level 5/SQA National 5 group. However, the errors she makes occur mainly at sentence level and, given that her approach is obviously ambitious, there are both linguistic and psychological reasons for believing that she would respond best to the challenge of working at SCQF Level 6/SQA Higher level.

SCQF level 6/SQA Higher and academic and vocational courses

This is not a matter of beliefs. It is a matter of facts. In this sense I completely agree with all the full body of evidence carried out by psychologist all over the world since the decade of 1950 (although ~~you can~~ ~~some~~ examples of this relationship can be found in researches dated back in the XIXth century, even).

It has been largely reported that changes in temperature produce an increase in the heart bit rate, segregation of adrenaline and other physiological changes ~~which~~ that lead to an augmentation in the levels of irascibility. In the same way, an excessive ~~the~~ temperature produces head aches and diminish the capacity of concentration and attention.

On the other hand, climate modules the social habits of a group. That is, if a human settlement is located in a warm place, people tend to stay outdoors, which makes them socialize more. This fact makes people from warm places ~~be~~ be more open and cooperative than people who live in colder places. In this sense, climate has an impact in personality through culture.

Summing up, it seems clear the role of climate in personality and behaviour.

Appendix 3

Assessment descriptors

- Logical structure with appropriate layout and paragraphing that assists the reader.
- Spelling and punctuation are mainly accurate with some slips.
- Text is flowing and uses complex sentences.
- Wide range of grammatical structures and vocabulary used.
- Grammatical errors do not detract from meaning
- Expands on ideas and provides supporting points through reasons and examples.
- Provides an appropriate conclusion.

Interviewer comments

The argument develops logically throughout the course of four properly-formatted paragraphs.

There are occasional spelling mistakes, none of which impede communication. Punctuation is good, the second sentence in paragraph 3 being a good example. The learner correctly places commas after the introductory, “That is”, then between the two main clauses and before the concluding non-defining relative clause.

The learner shows the ability to write complex sentences which are well-constructed.

Structural range here is displayed at sentence level, and the learner shows a confident mastery of sentence grammar. Vocabulary is impressive, though perhaps at times showing a tendency towards over-sophistication. The middle lines of paragraph 2 are a good example of this: “... other physiological changes that lead to an augmentation in the levels of irascibility.” There is also occasional uncertainty; for example, “modules” in the opening line of paragraph 3 should be “modifies”.

There are no significant grammatical errors.

The text is logically constructed and well-argued throughout. The references to research in paragraph 1 indicate that the learner has an appropriate academic background for this subject area.

Rather than the using the final paragraph for a conclusion, the text moves towards it in paragraph 3 then uses the final short paragraph to sign off. This is quite refreshing compared to the rather stereotypes format that many learners are drilled into using.

If writing of this level was submitted in a SCQF Level 6/SQA Higher ESOL exam it would fall not very far short of full marks. This learner is ready to enter an academic or vocational course in another subject.

Information relating to initial assessment and applications for naturalisation and settlement

Applicants for naturalisation and settlement are no longer able to use SQA ESOL qualifications as evidence of their English language skills (effective from November 2015).

Arrangements for naturalisation and settlement can be found on the Government website: <https://www.gov.uk/government/publications/sfa-english-language-test-requirements>