# Trinity College London

## Discover Trinity
## ESOL

Webinar 19 Nov 2019

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# Trinity College London

- Brief Introduction to Trinity

- Trinity ESOL Step 1 and 2

- Trinity Skills for Life: Entry 1 – 3 and Level 1 -2

  - ESOL Speaking and listening

  - ESOL Reading and writing

- Why Trinity?

- Questions

# Trinity – A Brief Introduction

History of assessing Music, English, Drama – since 1877

Over 850,000 exams a year in over 60 countries

Contemporary exams - communicative competence
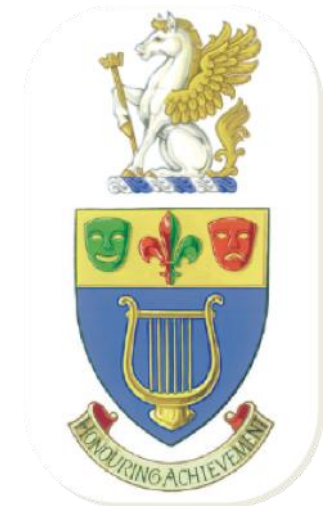
Real-world communication – authentic tasks

Positive impact – washback in the classroom

Always a visiting examiner

Feedback to students and centres

Focus on transferable skills and study strategies

Aligned to CEFR – accurate calibration, high currency

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# Trinity UK ESOL Awards and Qualifications

ESOL Step Awards

ESOL Skills for Life Certificates

| Step 1 | Step 2 | Entry 1 | Entry 2 | Entry 3 | Level 1 | Level 2 |

Speaking and listening

Reading, Writing, Speaking and listening

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# ESOL Steps 1 & 2

Pre-entry level award - Based on Adult ESOL Core Curriculum

Only Speaking and Listening (No Reading or Writing)

Developing basic literacy skills with Reading and Writing to support ESOL Skills for Life progression

Particularly suited to learners with no or limited L1 literacy who need more time to build basic English skills

Eligible for funding

Preparation and self-access resources forthcoming

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# ESOL Steps 1 & 2 - Example



Trinity Website: ESOL Steps Videos

# How the exams are assessed

## Step 1

Amtul

Please note this examination reflects the 2011 Step 1 syllabus.

| Overall result: | Pass (C) | | | |
|---|---|---|---|---|
| | | | | |
| Task Fulfilment: | A | B | C | D |
| Key areas for improvement: | CS ✓ | G ☐ | L ☐ | P ☐ |
| | | | | |
| CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology | | | | |

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## Step 1

| Amtul |
|---|
| Please note this examination reflects the 2011 Step 1 syllabus. |

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### Conversation task

Although Amtul is hesitant and rather slow in some of her responses she is able to follow simple instructions, count and name colours. She identifies the two keys without prompting and shows some understanding of 'my' and 'your'. However, the slowness of her responses did affect natural communication so this is a key area for improvement.

# ESOL Step 1: Colour and Size Literacy

Examiner materials/gestures

Examiner shows some coloured pens

Examiner points to the pens

Examiner point to an incorrect pen

Examiner points to another pen

Examiner points to the other pens

Examiner questions

*Look.*
*What are these?*

*How many pens are there?*
*Point to the green pen.*

*Is this the blue pen? What is it?*
*Give me the blue pen.*

*Is this your pen?*

*Touch the big pen.*
*Give me the small pen.*
*Show me the red pen.*
*What colour are these pens?*

# Trinity Skills for Life Exams: Entry 1-3, Level 1 & 2

- Based on National Standards for Adult Literacy and Adult ESOL Core Curriculum

- Moved from QCF to RQF (Regulated Qualifications Framework) in December 2017

- New framework = simplified mark scheme / removal of 'in work' element

- Resources on website

# Speaking and Listening overview (all levels)

**Component 1 – one-to-one**

Task 1: Candidate's prepared topic

Task 2: Examiner's prepared topic

Task 3: [From Entry 2]: Role Play

**Component 2 – group discussion**

3 (or 2) candidates participate in a discussion about a topic given by the examiner

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# Example - Entry 1: format and tasks

**Component 1: 5 minutes (one-to-one)**

Task 1 (3 minutes)

- Candidate's photo
- Present tense

Task 2 (2 minutes)

- Examiner's photo – someone doing something
- Ask questions
- Make appropriate comments

**Component 2: up to 5 minutes (group discussion)**

- 3 (or 2) candidates
- Make relevant contributions
- Express simple views clearly
- Prepare from topic list: *Free time; Food and drink; healthy living; shopping; transport; your English class*

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# Trinity Entry 1 - Example



ESOL Skills for Life - Entry Level 1 - group discussion sample video

Trinity Website: Entry Level 1 Videos

# How the exams are assessed – S&L

**Assessment Criteria**

- Based on the Core Curriculum
- Appendix 3 in Specifications
- Amplifications within Specifications
- Four Learning Outcomes (agreed in conjunction with other boards):
    1. *Obtain information from verbal communication*
    2. *Speak English to Communicate*
    3. *Convey information*
    4. *Engage in Discussion with others*

**Generic Performance Descriptors**

- Rated on a scale of 4 – 0
- Key aspect is level of 'Examiner Support'
- Full GPDs provided within Specifications

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# General preparation ideas

- Consider what makes a good 'Task 1' topic or photo

- Brainstorm set phrases using Key Language Items (Appendix 1)

- Imagine being an examiner – especially to prepare for Task 2

- Remember the exam is a conversation, not an interview

- Role Play each task:

  - Examiner

  - Candidate

  - Observer

- Video themselves – assess active listening skills

- Pause videos to discuss what candidate could have said differently at each stage – how might they have responded?

- Do the same with the online videos



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# Example - Entry 3: format and tasks

**Component 1: 8 minutes (one-to-one)**

Task 1 (3 minutes)

- Candidate's photo
- Specific Past experience

Task 2 (2 minutes)

- Examiner's choice – two jobs, courses of study, places to live
- Ask questions to find out more
- Make appropriate comments and offer advice

Task 3 (3 minutes)

- Role Play
- Issue needs resolving
- Evaluate options and find a solution together

**Component 2: up to 8 minutes (group discussion)**

- 3 (or 2) candidates plan an event together
- Contribute constructively to discussion
- Express views constructively
- Plan action with others

# Example - Level 1: format and tasks

## Component 1: 10 minutes (one-to-one)

Task 1 (4 minutes)

- Candidate's procedure
- Describe how to do something

Task 2 (3 minutes)

- Examiner's past event
- Ask questions to find out more
- Make appropriate comments

Task 3 (3 minutes)

- Role Play
- Needs help with a project
- Find out more and work together to agree what to do and when

## Component 2: up to 10 minutes (group discussion)

- 3 (or 2) candidates discuss a problem or situation
- Evaluate options
- Express views
- Come to an agreement about best way forward

# Examination Report for Speaking and Listening Example: Entry 3

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## Examination report

Examiner number: ...............................

Candidate number: ...............................

Examination date: ...............................

**SfL Speaking & Listening Entry 3**

**Centre: Exam Centre 1**

| ID seen | | | | | EPT | | RPT | | GDT | |
|---|---|---|---|---|---|---|---|---|---|---|

| | **C1 Task 1: Candidate's photo** | | | | | |
|---|---|---|---|---|---|---|
| 1 | **2.2** Use appropriate language in context according to formality | 4 | 3 | 2 | 1 | 0 |
| 2 | **3.1** Present information using an appropriate structure for a given purpose | 4 | 3 | 2 | 1 | 0 |
| 3 | **3.2** Provide a verbal account of relevant information for a given audience | 4 | 3 | 2 | 1 | 0 |
| | **C1 Task 2: Examiner's choice** | | | | | |
| 4 | 1. Obtain information and relevant supporting detail | 4 | 3 | 2 | 1 | 0 |
| 5 | **4.2** Express views constructively | 4 | 3 | 2 | 1 | 0 |
| | **C1 Task 3: Roleplay** | | | | | |
| 6 | **2.1** Use clear pronunciation to convey intended meaning | 4 | 3 | 2 | 1 | 0 |
| 7 | **2.2** Use appropriate language in context according to formality | 4 | 3 | 2 | 1 | 0 |
| 8 | **4.4** Obtain relevant information from others | 4 | 3 | 2 | 1 | 0 |
| | **C2 Task 4: Group discussion** | | | | | |
| 9 | 1. Obtain information and relevant supporting detail | 4 | 3 | 2 | 1 | 0 |
| 10 | **4.1** Contribute constructively to discussion on straightforward topics | 4 | 3 | 2 | 1 | 0 |
| 11 | **4.3** Plan action with others for a given task | 4 | 3 | 2 | 1 | 0 |

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# Trinity ESOL – Speaking and listening

Tasks reflecting real-world communication scenarios

Designed to have a positive impact on teaching and learning

Assessment conducted by expert examiner – highly standardised

Language requirements aligned to ESOL core curriculum

Based on communicative competence – not scripted / grammar based

Wide range of teacher support

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# Trinity Skills for Life **Reading**

- Available from Entry 1 – Level 2

- Trinity produces the exams for all levels

- Must cover all of the Core Curriculum - very detailed specifications outline what descriptor each question is testing

- Rigid format stays the same each session to ensure all descriptors consistently covered to the same extent each month

- Multiple choice – all answers are a letter of the alphabet

- Separate answer sheet MUST be completed – answers on the actual paper not assessed

# Trinity Skills for Life **Writing**: Assessment

**Assessment Criteria**

- Based on Core Curriculum

- Amplifications within Specifications

- Three Learning Outcomes (agreed in conjunction with other boards):
  - *Plan Text* ***(not E1 or E2)***
  - *Produce Text*
  - *Complete a Form*

**Generic Performance Descriptors**

- Rated on a scale of 4 - 0

- Key aspects are range and consistency

- Full GPDs provided within Specifications

**Task 1**

There is a competition for the UK's favourite park. You would like to nominate a park you know. Complete the application form below.

Write about 120 words.

| **Best Park Award** |
| --- |
| Name: |
| Name of the park: |
| Town/City: |
| How often do you use the park? |
| What do you do in the park and why do you like it? |
| |
| |
| |
| |

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# Unit Overview (Entry 3 Specifications, p20)

## Unit details

**Guided learning hours:** 90          **Total qualification time:** 100          **Level:** Entry 3

| Learning outcomes<br>The learner will | Assessment criteria<br>The learner can |
|---|---|
| 1. Be able to plan text for a given audience | 1.1 Plan text for the intended audience |
| 2. Be able to produce text for a given audience | 2.1 Produce content for the intended audience |
|  | 2.2 Structure main points in short paragraphs |
|  | 2.3 Sequence text chronologically |
|  | 2.4 Use grammar correctly |
|  | 2.5 Use punctuation correctly |
|  | 2.6 Spell words correctly |
| 3. Be able to complete a form | 3.1 Complete a form with open and closed responses correctly |

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# Assessment Criteria by task (E3 Specifications, p21)

**Table showing which assessment criteria are assessed during each task**

| | Task 1 | Task 2 | Task 3 |
|---|---|---|---|
| **Assessment criteria assessed** | 1. Plan text for the intended audience | | |
| | 2.1 Produce content for the intended audience | 2.1 Produce content for the intended audience | 2.1 Produce content for the intended audience |
| | 2.5 Use punctuation correctly | 2.2 Structure main points in short paragraphs | 2.4 Use grammar correctly |
| | 2.6 Spell words correctly | 2.3 Sequence text chronologically | 2.5 Use punctuation correctly |
| | 3.1 Complete a form with open and closed responses correctly | 2.4 Use grammar correctly | |
| | | 2.5 Use punctuation correctly | |
| | | 2.6 Spell words correctly | |

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# Generic Performance Descriptors (all levels)

**Learning outcome 1 – Produce text**

| Mark | Descriptor |
|------|------------|
| 4 | A wide range of the features of the amplification can be identified at the level with consistency and comprehensive control. |
| 3 | Several appropriate features of the amplification can be identified at the level. These are fairly consistent. |
| 2 | One or two appropriate examples of the amplification can be identified at the level. These are not consistent but the candidate demonstrates their ability to meet the relevant criterion, albeit minimally. |
| 1 | There is evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful. Attempts to meet the criterion may be incomplete or inappropriate. |
| 0 | There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes almost nothing at the relevant level. |

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# Amplification (E3 Specifications, p22)

## Writing assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Entry 3 Writing Award unit. The notation used is the same as that in the Adult ESOL Core Curriculum (AECC).

| Assessment criteria | Amplification | AECC ref |
|---|---|---|
| 1.1 Plan text for the intended audience | **Recognise the process of planning and drafting when writing certain types of text\*** <br> ▷ Show awareness that there are different ways of planning (eg as a spider diagram, listing, making notes), but all involve getting, selecting and ordering ideas, and deciding which process works best for different learners <br> ▷ Show awareness that not all types of writing need formal planning but others do, eg important letters, college assignments | Wt/E3.1a |
| | **Make notes as part of the planning process** <br> ▷ Know there are different ways of making notes, and understand key features of note-making, eg noting key words and phrases, using abbreviations or symbols; numbering; listing; using graphics to help plan | Wt/E3.1b |
| 2.1 Produce content for the intended audience | **Recognise the process of planning and drafting when writing certain types of text\*** <br> ▷ Decide what and how much to include <br> ▷ Use different formats and features of layout for different text type, eg paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics <br> ▷ Identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English | Wt/E3.1a |

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# Trinity 'UK ESOL' Awards

ESOL Step Awards

ESOL Skills for Life Certificates

| Step 1 | Step 2 | Entry 1 | Entry 2 | Entry 3 | Level 1 | Level 2 |

Speaking and listening

Reading, Writing, Speaking and listening

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# Why Trinity ESOL examinations?

External assessment by professional examiners

Exams that mark learner progress in achievable steps

Relevant and authentic content that reflects real life

Personalised, interactive speaking and listening exams

Dedicated, named contact and knowledgeable support team

Free familiarisation training and online teaching resources

Cost-effective and time-efficient assessment

Results and certificates from four weeks

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# Summary

- Brief Introduction to Trinity

- Trinity ESOL Step 1 and 2

- Trinity Skills for Life: Entry 1 – 3 and Level 1 -2

  - ESOL Speaking and listening

  - ESOL Reading and writing

- Why Trinity?

- Questions