



Trinity College London Operations Team - Webinar

Guidance for ESOL tutors giving Centre Assessment Grades for Speaking and Listening.

- Welcome – the webinar will start at 16:00
- You will not hear or see the presenter until 16:00
- A video of this webinar will be available after the session
- Relevant documents and resources for calculating and submitting CAGs:

<https://learn.trinitycollege.co.uk/extraordinaryframework>

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Questions from centres – short answers 1

- Is a mock exam enough as the basis of a CAG?
 - Yes, this could be as it stands as a substantive piece of evidence – see evidence categorisations in guidance docs
- Do I need video or audio recordings of S&L samples?
 - No, but you will need evidence of scores awarded, feedback notes or grades as proof of the learning / testing activity
- How much evidence do I need?
 - A minimum of one substantive piece, or several other pieces of evidence – enough to enable a holistic judgement

Questions from centres 2

- What do I do with borderline students?
 - Use examples on website to help standardise and refer to the Performance Descriptors and Amplifications to guide you.
Overall a question of profession judgement of the teacher
- How many candidates will be moderated?
 - Trinity seek to moderate a minimum of 30% of CAGs
- Do I have to have the physical papers for evidence, such as practice tests?
 - No, not to submit the CAGs, a written record of the results or feedback will suffice

Session aims/objectives

Aim

- To enable you to make a fair judgement on candidate performance for CAGs

Objectives

- To use the Generic Performance Descriptors, Amplification and Assessment Criteria to assess SfL students in speaking and listening
- To identify differences and similarities between Assessment Criteria across the 5 SfL levels

Key questions

By the end of the session, you will be able to answer the following key questions:

- How do I interpret and use the Generic Performance Descriptors, Amplification and Assessment Criteria to provide scores for my students?
- How can I use the Generic Performance Descriptor to assess the listening element?
- What are the maximum and minimum scores that can be awarded at each SfL level?
- How are the Assessment Criteria the same/different across the SfL levels?
- Which Assessment Criteria do I find problematic to score?

Background

Ofqual (2020) states that teachers/tutors need to make a *“holistic, professional judgement, balancing sources of evidence, using knowledge of assessment aims and criteria”* in order to provide Centre Assessment Grades (CAGs).

Tools to help you make your judgements

- **Generic Performance Descriptor** – describes the expected level of performance in order to achieve a mark from 0-4 (available in the Specifications for each level)
NB: not expecting perfection to award a '4'
- **Assessment Criteria** – what area of speaking and listening you are making your judgement on (available in the Specifications for each level), stemming from the 4 Learning Outcomes
- **Amplification** – details what you will expect a student to produce for each of the assessment criteria (available in the Specifications for each level) NB: not expecting them to produce everything on the amplification to score a '4'

Maximum and minimum scores

SfL Level	Score range	Pass mark
Entry 1	0-36	24
Entry 2	0-44	29
Entry 3	0-44	29
Level 1	0-52	35
Level 2	0-56	37

Assessment Criteria 1: Listening

A/C 1 Obtain information = Listening at all SfL levels.

Use the Generic Performance Descriptor to make judgements on listening skills i.e.

Easily obtains all information, understands **whole** conversation = **4**

Copes **reasonably well** in listening, **occasional support**, understands **most** of conversation = **3**

Copes with listening at a **minimum level**, **needs support**, understands **at least half** the conversation, main communicative purpose achieved = **2**

Some listening ability but unable to demonstrate even with **extensive support** = **1**

Little or no evidence, does not appear to understand or respond = **0**

Assessment Criteria 2.2 Language

A/C 2.2 Language = grammar at all SfL levels

You should not expect students to produce every single grammar item listed in the amplification in order to score a mark of 4 in this criterion.

You should look for an appropriate **range of language items** and functions of the level (as in the amplification) and use the Generic Performance Descriptor wording to help make your judgement i.e. “ease and confidence”, “reasonably well”, “minimum level”, “not successful” “little or no”

NB: from Entry 2 upwards, the amplification states “use with some accuracy” grammatical forms suitable for the level and at Level 2, “make accurate statements” so bear this in mind

Assessment Criteria by level

Entry 1

A/C 1 = Listening. Do not confuse it with A/C 4.3 which is asking questions/making requests and A/C 4.1 (Group discussion) which is following a discussion, responding and showing interest.

A/C 3 = Verbal account which uses simple adjectives after 'be'. Could be a simple description or giving personal information, but will need to have adjectives to get a higher score.

Assessment Criteria by level

Entry 2

A/C 1 = Listening. Do not confuse it with:

- A/C 3.1 which is listening and responding
- A/C 4.3 which is asking and forming questions
- A/C 4.1 (Group Discussion) following a discussion

Assessment Criteria by level

Entry 3

A/C 1 = Listening. Do not confuse it with:

- A/C 4.4 which is asking questions and making requests

A/C 2.2 = Language (grammar and functions) – consider the range of verb forms expected at Entry 3 and use this as a guide to make a judgement on the score, using the Generic Performance Descriptor wording to help.

Assessment Criteria by level

Entry 3 (contd.)

A/C 3.1 – Present information = use a structure

Remember: intro, development, conclusion and Entry 3 sequence markers

Entry 3 Group Discussion criteria

A/C 4.1 (contribute to discussion) and A/C 4.3 (plan action) include lots of elements in the amplification due to functional language, so remember '4' doesn't mean all of them (see Performance Descriptor "many of the features of the amplification")

Assessment Criteria by level

Level 1

Task 1

A/C 2.2 – Language. Consider range of L1 grammar in Task 1 process i.e. present/past simple passives, conditionals etc. Students tend to only talk in present simple and don't show range of L1 language items

Task 2

A/C 1 – Listening. Do not confuse with:

A/C 4.4 - Obtain information (i.e. ask questions)

Assessment Criteria by level

Level 1 (contd.)

Task 3

A/C 4.3 – Plan action

Remember there are a number of functional language elements in the amplification (e.g. make suggestions), so you do not need all of them to award a score of '4'.

Task 3/Group Discussion

A/C 4.2 – Express views = focus here is on functional language to give views and opinions

Assessment Criteria by level

Level 2

Task 1

A/C 2.2 – Language. Remember to check the grammar items for Level 2 the students use, especially the use of more complex forms i.e. past perfect, future perfect, reported speech and a range of conditionals.

Task 3

A/C 4.2 – Respond to others (respond to and offer critical opinion). Can be difficult for some cultures, but should not cloud your judgement

Assessment Criteria by level

Level 2 (contd.)

Group Discussion

A/C 1 – Listening. Do not confuse with:

A/C 4.3 Obtain information (i.e. asking questions and making requests)

Using classroom activities as evidence

Consider how you can match up examples of student performance in some of the following activities to specific assessment criteria

- **Homework, project work, assessed work** during lockdown
- **Mock exam** may have been carried out prior to lockdown
- **Exam preparation tasks** i.e. when students have worked in pairs to deliver their task 1 to each other (photo, process, presentation) – language, questions, listening/responding
- **Role plays** i.e. used throughout the year as part of topic or language study in class or virtually – interaction, functional language

Using classroom activities as evidence (contd.)

- **Discussions** i.e. used throughout the year as part of the overall programme of study/virtually – functional language, listening
- **Listening activities** i.e. from course books during the year BUT ALSO from general listening/understanding during class time or virtually i.e. instructions, pair working etc.
- **Language tasks** i.e. oral practice exercises, use of language in context, class/virtual contributions etc. which would demonstrate ability to use language of the level
- **Task 1 prep** which you may have seen and given feedback on.

Recall and Review

- How do I interpret and use the Generic Performance Descriptors, Amplification and Assessment Criteria to provide scores for my students?
- How can I use the Generic Performance Descriptor to assess the listening element?
- What are the maximum and minimum scores that can be awarded at each SfL level?
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