

Assessment Guidelines

ENTRY LEVEL AWARD IN BSL

This document is to outline the type of assessment that will be used for Entry Level Award in BSL learners effective from 1st **September** 2012

It is designed to familiarise teacher-assessors and learners as to what will be expected to happen during the assessment. It is important that all teacher-assessors and learners understand this document.

Fee for the Assessment

The fee for the assessment is stated on the current Fees List on the website and must be paid at the time the assessment is booked.

The Assessor

Apart from Unit EA1 where the assessment papers are marked by IBSL at source, the assessor for the other two units will be the teacher-assessor, and **these units are assessed as one assessment.**

The teacher-assessor's mark sheets will be randomly sampled by an IBSL External Examiner at source in IBSL to ensure that standards are met.

The Assessments

The assessment of each unit will be as follows:

Unit EA1

The assessment will be in the form of a DVD supplied by IBSL or a computerised version. Running time of the assessment will be approximately 15 minutes, and the Learners' answers will need to be input (ticked off or written down) on a Question and Answer paper supplied by IBSL. The assessment cannot be re-wound – once started, it must be played through to its end.

Marking will be done at source by IBSL.

The pass mark is 75%.

Unit EA2

The assessment for this unit will be a 1:1 assignment between the teacher-assessor done jointly with Unit IBSLEA3. Please see below for assessment specification and guidelines.

Unit EA3

The assessment for this unit will be a 1:1 assignment between the teacher-assessor and the Learner done jointly with Unit IBSLEA2, using material that has been supplied by IBSL. The assessment should be video-recorded in an approved format, and the Learner Assessment Record form completed by the teacher.

Learners will be required to participate in a dialogue with a minimum of 15 simple phrases produced through the dialogue which will include one question and a phrase to clarify understanding from the Learner. In part of the dialogue, the Learner will be expected to do a brief description of a daily work-related activity or social activity. The minimum of 15 simple phrases are in addition to those that are used to express greetings, and close conversations.

The conversation should be for **a minimum of 3 minutes and a maximum of 5 minutes.**

After completion of the assessment, the teacher-assessor will be required to complete the Learner Assessment Record forms and the completed Application for Achievement form, which should be sent to IBSL, copies being retained by the Centre. These should be sent to IBSL together with the filmed evidence to be externally moderated.

Learners should be able to understand and use basic numbers, question forms, and positive/negative methods of presenting signs or statements in this assessment.

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Learner Assessment Record for Entry Level Certificate in BSL

Learner Name					Learner No.	
Centre No	Assessment No.	DVD Ref:		Date		

Reception & Production: the Learner is able to understand and use

		3	2	1	0
1	A SMALL NUMBER OF WORDS/SIGNS IN EVERYDAY USE				
2	THE MOST IMPORTANT WORDS/SIGNS NEEDED FOR LEARNER'S AREA OF WORK				
3	BASIC EVERYDAY CONNECTORS (e.g. <i>and, but</i>)				
4	A SMALL NUMBER OF SIGNS EXPRESSING POLITENESS (e.g. <i>please, thank you, how are you</i>)				
5	DAYS OF THE WEEK, MONTHS, TIME, YESTERDAY, TODAY, TOMORROW				
6	BASIC NUMBERS (<i>CAN USE 1-20; CAN UNDERSTAND 1-60</i>)				
7.	A SMALL NUMBER OF VERBS (i.e. directional verbs, spatial verbs)				
8	SOME BASIC NEGATIVE STATEMENTS (e.g. <i>I don't like/I don't want to</i>)				
9	A FEW COMMON INSTRUCTIONS (e.g. <i>Turn right! /Please leave the room. /Stop!</i>)				
10.	A SMALL NUMBER OF QUESTIONS (e.g. <i>What's your name?/When?/How much/?</i>)				

Additionally, in Production: the Learner is able to use...

11.	FACIAL EXPRESSIONS TO CONVEY BASIC EMOTIONS/ASK QUESTIONS				
12.	SOME BASIC COMPOUND SIGNS (e.g. <i>teapot, blackbird</i>)				
13.	CLEAR PRONOUNCTION OF BSL				

Overall, the Learner is able to...

14.	USE KEY NON-VERBAL CULTURAL CONVENTIONS (<i>greeting, spatial distance, touch, eye contact</i>)				
15.	USES/UNDERSTANDS BASIC, ACCURATE FINGERSPELLING & HANDSHAPES				
16.	MAINTAIN A BASIC DIALOGUE WITH THE ASSESSOR				
17.	USE REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY				

It is a **FAIL** if timing falls below the minimum **THREE** Minutes OR if more than **THREE** criteria have a "0" mark.

Result	Benchmark	Actual	P / F
Overall	21		

Assessor Name & Signature		Assessor Ref	
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Guide to the Assessment Sheet for Entry Level BSL Assessments

Key Grammatical Features that need to be covered in marking Learners

Criteria 1 (K1)	Learners should be able to understand a minimum of 15 signs linked to everyday use, not counting set phrases used in polite conventions (K4) or used for work in K2 or in K5; one sign or phrase should be a non-manual feature linked to emotion or feeling.
Criteria 2 (K2)	Learners should have at least 2 signs that are important to their everyday work-role
Criteria 3 (K3)	Learners should be able to use and understand the basic signs for <i>and/but</i> as used in BSL
Criteria 4 (K4)	Learners should be able to use and understand such basic polite conventions <i>as thank you/please/how are you/good morning or afternoon</i> . At least four are required.
Criteria 5 (K5)	Learners should be able to use and understand most of the days of the week & months, plus <i>yesterday/today/tomorrow</i>
Criteria 6 (K6)	Learners should know basic numbers 1-20 and be able to understand 1-60
Criteria 7 (K7)	Learners should be able to use and understand a few directional verbs (e.g. <i>ask/help</i>) and a few spatial verbs such as <i>I like/I want</i> .
Criteria 8 (K8)	Some basic negative statements should be known by the Learner, such as <i>I dislike/I disagree/I don't want it</i> . Facial expressions should be appropriate.
Criteria 9 (K9)	This is self-explanatory; learners need to know the proper use of instruction signs.
Criteria 10 (K10)	Learners should be able to use or understand at least 3 question forms using non-manual features such as raised eyebrows, shaking heads, tight lips, nodding heads
Criteria 11 (K11)	Learners should understand simple basic emotion signs using non-manual features such as raised eyebrows, puffed cheeks or mouth patterns or appropriate facial expressions.
Criteria 12 (K12)	Learners are expected to use and understand at least TWO compound signs.
Criteria 13	Learners should be able to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.
Criteria 14 (K13)	This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.
Criteria 15	Learners need to show that they can be reasonably fluent in using/understanding basic fingerspelling without the need for too many repetitions, and use accurate handshapes
Criteria 16	Learners should show that they are able to maintain a basic dialogue with their assessor, using appropriate strategies to turn-take and interrupt as appropriate.
Criteria 17 (K14)	There will always be occasions when a Learner uses a sign that is not normally taught or learnt in class. The Learner will be required to produce an appropriate list detailing where the sign was obtained or learnt from.

IMPORTANT:

A Learner will be given a **FAIL** if the assessment does not last for a minimum of **THREE** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.