

# Assessment Guidelines

## LEVEL 1 AWARD IN BSL STUDIES

This document is to outline the type of assessment that will be used for the Level 1 Award in BSL Studies learners effective from **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 Qualification Assessments

The fee for the full qualification is as listed in the current Fees schedule available on the website and must be paid at the time the first assessment is booked.

## The Assessor

Apart from Unit IBSL1A1 where the assessment papers are marked by IBSL at source, the assessor for the other two units will be the teacher-assessor.

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

## The Assessments

The assessment of each unit will be as follows:

### Unit IBSL1A1

The assessment for this unit will be a Receptive Skills assessment using material that has been supplied by IBSL, and the Learners will be required to provide answers to a series of questions relevant to the content of the material supplied by IBSL. The questions will be asked on the DVD, and the answers written on the answer sheet supplied by IBSL. The Application for Achievement form will require to be completed by the teacher-assessor.

Running time of the assessment will be not be more than 20 minutes, and once started, the DVD must be played through to its end.

The pass mark for the assessment is 75%.

### Unit IBSL1A2

The assessment for this unit will be a 1:1 assignment between the teacher-assessor and the Learner 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 at the end of the assessment.

The assessment will be for the Learner to describe a personal or social everyday activity that enables emotions, attitudes or opinions to be expressed regarding the activity. The teacher-assessor may interrupt to clarify one or two points, but not to comment on, or discuss what is presented.

This should also be linked to assessment criteria 3.1.

The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes.**

The Learner Assessment Record for IBSL1A2 should be used for this assessment.

### Unit IBSL1A3

The assessment for this unit will be by a pre-arranged conversation between the teacher-assessor and the Learner 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.

The assessment should be set out in a way so that the Learner has opportunities to demonstrate both productive and receptive skills during the assessment, and should continue until the teacher-assessor is satisfied that all the required performance criteria have been covered. The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes.**

After completion of the assessment, the teacher-assessor will be required to send the Learner Assessment Record forms to IBSL, together with the filmed evidence and the completed Application for Achievement form.

The Learner Assessment Record for IBSL1A3 should be used for this assessment.

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## Learner Assessment Record for Level 1 Award in BSL Studies (*IBSL1A2 only*)

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

**Production: the Learner is able to use (or show)...**

		3	2	1	0
1.	<b>SIMPLE SET PHRASES AND COMMON WORDS/SIGNS IN EVERYDAY USE</b>				
2.	<b>COMMON WORDS/SIGNS USED IN THE LEARNER'S AREA OF WORK</b>				
3.	<b>SIMPLE EVERYDAY CONNECTORS (e.g. <i>and, but, also, although</i>)</b>				
4.	<b>COMMON SIGNS EXPRESSING POLITENESS (e.g. <i>introductions, greetings etc.</i>)</b>				
5.	<b>DAYS OF THE WEEK, MONTHS, TIME, YESTERDAY, TODAY, TOMORROW</b>				
6.	<b>SIMPLE NUMERICAL TERMS (E.G. <i>1-100; prices, 24 hour-clock, dates</i>)</b>				
7.	<b>SOME COMMON VERBS (i.e. <i>directional verbs, spatial verbs</i>)</b>				
8.	<b>SIMPLE WAYS TO DISTINGUISH PAST, PRESENT, FUTURE TENSES (<i>using verb forms if required</i>)</b>				
9.	<b>SIMPLE WAYS TO MAKE POSITIVE &amp; NEGATIVE STATEMENTS (e.g. <i>I don't like/I like</i>)</b>				
10.	<b>FACIAL EXPRESSIONS TO CONVEY EMOTIONS/ASK QUESTIONS</b>				
11.	<b>SOME COMPOUND SIGNS (e.g. <i>teapot, blackbird, stir-fry, tracksuit</i>)</b>				
12.	<b>SOME COMMON QUESTION STRUCTURES (e.g. <i>Where? What time? Why? How many?</i>)</b>				
13.	<b>SIMPLE WAYS TO GIVE AN OPINION (<i>That's good! I like that!</i>)</b>				
14.	<b>SIMPLE WAYS TO GIVE ORDERS OR INSTRUCTIONS (<i>Sit down! This way! Look!</i>)</b>				
15.	<b>CLEAR PRONOUNCATION OF BSL</b>				
16.	<b>KEY NON-VERBAL CULTURAL CONVENTIONS (<i>greeting, spatial distance, touch, eye contact</i>)</b>				
17.	<b>NARRATE AT A PACE, FLOW AND FLUENCY APPROPRIATE TO THE LEVEL</b>				
18.	<b>USE ACCURATE FINGERSPELLING &amp; HANDSHAPES.</b>				
19.	<b>REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY</b>				

Result	Timing (Tick)	No. of "0" Boxes	Benchmark	Actual	Pass/Fail
Overall			30		

Assessor Name & Signature		Assessor Ref	
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## Guide to the Learner Assessment Record for Level 1 Certificate in BSL Studies IBSL1A2

### Key Grammatical Features and Performance Criteria that need to be covered in marking Learners

<b>Criteria 1 (K1)</b>	Learners should be able to use approximately 100 signs linked to everyday use, not counting set phrases used in polite conventions (K4) or used for work in K2 or in K5; at least three signs or phrases should be linked to an emotion or feeling.
<b>Criteria 2 (K2)</b>	As this is a production task, learners should at least be able to introduce the signs that they use for work.
<b>Criteria 3 (K3)</b>	Learners should be able to use and understand the basic signs for simple connectors as used in BSL
<b>Criteria 4 (K4)</b>	Learners should be able to use and understand such simple polite conventions <i>as thank you/please/how are you/good morning or afternoon, sorry?</i> . At least five are required.
<b>Criteria 5 (K5)</b>	Learners should be able to use and understand all the days of the week & months, plus use <i>yesterday/today/tomorrow</i> correctly.
<b>Criteria 6 (K6)</b>	Learners should know the numbers 1-100, use the correct regional signs for prices, know how to sign the 24-hour clock and show use/understanding of some dates.
<b>Criteria 7 (K7)</b>	Learners should be able to use and understand a few directional verbs (e.g. <i>ask/help, come</i> ) and a few spatial verbs such as <i>I like/I want/</i>
<b>Criteria 8 (K8)</b>	Learners should be able to understand the differences in BSL between the past, the present and the future (basic timelines)
<b>Criteria 9 (K9)</b>	Learners should know how to make simple positive and negative statements using non-manual features such as raised eyebrows, lip-patterns, shaking or nodding heads and/or appropriate facial expressions.
<b>Criteria 10 (K10)</b>	Learners should understand simple basic emotion signs using non-manual features such as raised eyebrows, puffed cheeks or mouth patterns or appropriate facial expressions.
<b>Criteria 11 (K11)</b>	Learners are expected to use and understand at least THREE compound signs.
<b>Criteria 12 (k12)</b>	Learners should be aware that some common question structures use facial expressions such as raised eyebrows and sometimes holding the last sign a little longer.
<b>Criteria 13 (K13.1)</b>	Learners need to show they are able to give simple opinions, as per the examples given.
<b>Criteria 14 (K13.3)</b>	Learners need to show they are able to give simple orders or instructions, as per the examples given. Some of the signs should have the appropriate sharpness of emphasis.
<b>Criteria 15</b>	Learners expected to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.
<b>Criteria 16 (K14)</b>	This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.
<b>Criteria 17</b>	Learners should demonstrate that they are able to narrate at a pace, flow and fluency and with reasonable accuracy appropriate to the level.
<b>Criteria 18</b>	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
<b>Criteria 19 (K15)</b>	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 **FIVE** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.

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## Learner Assessment Record for Level 1 Award in BSL Studies (*IBSL1A3 only*)

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	<b>SIMPLE SET PHRASES &amp; COMMON WORDS IN EVERYDAY &amp; WORK USE, &amp; CONNECTORS</b>				
2	<b>COMMON SIGNS EXPRESSING POLITENESS (e.g. <i>introductions, greetings etc.</i>)</b>				
3	<b>SIMPLE NUMERICAL TERMS (E.G. <i>1-100; prices, 24 hour-clock, dates</i>)</b>				
4	<b>SOME COMMON VERBS (i.e. <i>directional verbs, spatial verbs</i>)</b>				
5	<b>SIMPLE USE OF TIMELINES (<i>including the week, months, time, yesterday, today, tomorrow</i>)</b>				
6	<b>SIMPLE WAYS TO MAKE POSITIVE &amp; NEGATIVE STATEMENTS (e.g. <i>I don't like/I like</i>)</b>				
7.	<b>FACIAL EXPRESSIONS TO CONVEY EMOTIONS/ASK QUESTIONS</b>				
8.	<b>SOME COMPOUND SIGNS (e.g. <i>teapot, blackbird, stir-fry, tracksuit</i>)</b>				
9.	<b>SOME COMMON QUESTION STRUCTURES (e.g. <i>Where? What time? Why? How many?</i>)</b>				

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

10.	SIMPLE WAYS TO GIVE AN OPINION ( <i>That's good! I like that!</i> )				
11.	SIMPLE WAYS TO ASK PERMISSION (e.g. <i>Can I ask you...?</i> )				
12.	ACCURATE FINGERSPELLING & HANDSHAPES.				
13.	CLEAR PRONOUNCTION OF BSL				
<b>Overall, the Learner is able to...</b>					
14.	USE KEY NON-VERBAL CULTURAL CONVENTIONS ( <i>spatial distance, touch, eye contact etc.</i> )				
15.	MAINTAIN A SIMPLE DIALOGUE WITH THE ASSESSOR				
16.	USE REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY				

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

Result	Timing (Tick)	No. of "0" Boxes	Benchmark	Actual	Pass/Fail
Overall			24		

Assessor Name & Signature		Assessor Ref	
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## Guide to the Learner Assessment Record for Level 1 Award in BSL Studies IBSL1A3

### Key Grammatical Features that need to be covered in marking Learners

<b>Criteria 1 (K1, K2, K3)</b>	Learners should be able to use approximately 150 signs linked to everyday and work use and connectors ( <i>e.g. but, also, although</i> ), not including set phrases used in polite conventions (K4) or timelines (K5); at least three signs or phrases should be linked to an emotion or feeling.
<b>Criteria 2 (K4)</b>	Learners should be able to understand at least 4 forms of polite conventions (i.e forms of address, greetings, thanks, leave-taking, including one from mealtime conventions) .
<b>Criteria 3 (K6)</b>	Learners should be able to understand at least two different forms of numerical data ( <i>age, pricing, dates</i> )
<b>Criteria 4 (K7)</b>	There are three types of basic verb forms in BSL. Learners are expected to understand directional verbs correctly, or know at least some spatial verbs (using space).
<b>Criteria 5 (K5)</b>	Learners should be able to understand at least three statements or phrases that relate to the use of the past, present or future tense.
<b>Criteria 6 (K9)</b>	Learners should know how to make simple positive and negative statements using non-manual features such as raised eyebrows, lip-patterns, shaking or nodding heads and/or appropriate facial expressions.
<b>Criteria 7 (K10)</b>	Learners should understand simple basic emotion signs using non-manual features such as raised eyebrows, puffed cheeks or mouth patterns or appropriate facial expressions.
<b>Criteria 8 (K11)</b>	Learners are expected to use and understand at least THREE compound signs.
<b>Criteria 9 (K12)</b>	Learners should be aware that some common question structures use facial expressions such as raised eyebrows and sometimes holding the last sign a little longer.
<b>Criteria 10 (K13.1)</b>	Learners need to show they are able to give simple opinions, as per the examples given.
<b>Criteria 11 (K13.2)</b>	Learners need to show they are able to ask for permission, as per the example given.
<b>Criteria 12</b>	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
<b>Criteria 13</b>	Learners expected to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.
<b>Criteria 14 (K14)</b>	This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.
<b>Criteria 15</b>	Learners should show that they are able to maintain a simple dialogue with their assessor, using appropriate strategies to turn-take and interrupt as appropriate.
<b>Criteria 16 (K15)</b>	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 **FIVE** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.