

Mentor matching

This task set contains:

Assessor instructions
Interlocutor guidelines
Learner role card

Marking and feedback to learners

When marking the learners' responses please adhere strictly to any answer key provided in the task set.
As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.

Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.

Conditions for assessment

1. The exchange may be performed face-to-face or on the telephone with a duration of at least 3 minutes.
2. Some errors may occur but these must not interfere with the intended meaning.
3. Collect all role cards from the learners when you have finished.

Assessor instructions for administering the task

1. Read the interlocutor guidelines.
2. Familiarise yourself with the task by reading the learner prompts on the role card beforehand.
3. Before administering the assessment, discuss student mentoring and what it involves.
4. Explain to learner what they will have to do; i.e., read the prompt on the role card and prepare for an interview to help match the learning with a student mentor.
5. Give the learner the learner card and allow time for the learner to read and prepare.
6. Refer to Assessment criteria in the table below.
7. Record the performance if the assessor is playing the interlocutor as well as assessing the performance.
8. Role-play the task with the learner, making sure that you follow the interlocutor guidelines.

Interlocutor guidelines

1. Give your information clearly and concisely
2. Do not prompt the learner by suggesting an answer
3. Allow the learner to take the initiative in the dialogue and ask questions or provide information
4. Try to be consistent across learners, i.e. don't give too much help to the less proficient learners nor increase the complexity for more proficient learners.

Learner Card

You are attending an interview at your college student support service, in order to match you up with a mentor in your course.

You may be asked about:

- what course you will be doing
- what your short-term, medium-term and longer-term goals are
- any previous experience in that field of work or study
- ability in English
- what you would like to get out of a relationship with your mentor
- interests, for possible social activities
- some background personal information
- preferred method and frequency of contact

You may also be asked to elaborate on or clarify your answers.

You should ask the interviewer at least two questions.

Name of learner _____ Date _____

For teachers/assessors only	
The learner:	Assessor writes notes on performance and ticks box if criteria achieved.
2.1 participates effectively in an interview.	<input type="checkbox"/>
2.2 responds appropriately to stages of the interview.	<input type="checkbox"/>
2.3 answers questions appropriately.	<input type="checkbox"/>
2.4 uses appropriate interaction strategies.	<input type="checkbox"/>
2.5 uses grammatical structures appropriate to setting and register.	<input type="checkbox"/>
2.6 uses appropriate technical vocabulary.	<input type="checkbox"/>
2.7 pronounces key vocabulary and utterances with sufficient clarity and stress to be intelligible, or responds to requests for clarification.	<input type="checkbox"/>
2.8 uses prosodic features to communicate meaning.	<input type="checkbox"/>

Outcome of task:	Date:
Name and signature of assessor:	
Name and signature of learner:	