

Handout: 1.3: From broad skill areas to possible assessments

A learner can demonstrate 'self-awareness' or 'co-operation' or any of the other items in a framework in many ways. The grid below gives two examples.

Your task is to take further general concepts (like self-control, leadership ability and any others that are important for your learners) and break them down into skill areas, as in the examples. For each skill area, devise a range of three or four possible assessments, using the examples as a guide.

In the Activities for learners ring binder you will find examples of broad skill areas and possible assessments that relate to the activities.

| Framework item | Broad skill areas | Range of possible assessments |
|--------------------|---|--|
| Self-awareness | Realistic assessment of strengths and qualities | Growing self-awareness and realism. Developing clear realistic view of strengths and qualities. Some awareness but unfocused. Very unrealistic with little self-awareness. |
| Co-operation | Negotiates and compromises | Will help others resolve differences of opinion. Attempts to solve disputes with others. Sometimes meets others half-way. Rigidly sticks to own ideas: no attempt to resolve differences. |
| Self-control | | |
| Leadership ability | | |