

Handout 1.2: Translating the framework into observation checklists

How do you move from your framework of personal and social skills to a checklist that you can use for observing learners? The sequence is as follows:

1. Agree a framework with your colleagues. This will describe, in the most general terms, areas in which you want learners to develop and might include a mixture of broad skill areas, and even more general concepts, such as **Self-awareness**. Don't get hung up on the words. What's important is the discussion you have with colleagues.

2. Describe the broad skill areas encompassed in each item.

For example: A skill that is part of **Self-awareness** might be:

Realistic assessment of strengths and qualities.

3. Now make a list of three or four different levels of assessment that you might use for this skill.

For example: **Realistic assessment of strengths and qualities** might be assessed as:

- **growing self-awareness, realism and ambition;**
- **developing clear realistic view of strengths and qualities;**
- **some awareness but unfocused;**
- **very unrealistic with little self-awareness.**

4. When you use the checklist to observe a learner, you write down the actual behaviour that you see and relate it to one of the assessments.

For example: you might note that in the activity 'What am I like?' you observed that a particular learner:

'wrote nothing for the first few minutes, then wrote "I don't fit in"'

and when a tutor mentioned several positive aspects of the learner's behaviour, the learner:

'looked away and shook his head.'

For that particular learner, you might assess these behaviours as:

'Very unrealistic with little self-awareness.'