

Learner 1: Achieved

Intended for teacher use only

One-to-one or Small group interaction observation sheet



Standard 26625: Actively participate in spoken interactions Level 1, Credits 3, 1

Learner name and NSN: Learner A 1

Date of interaction: XX/XX/XXXX

Second participant's relationship to learner: (e.g. Classmate) Potential Employer

Length of interaction: 10 Mins

Observer name and relationship to learner: Teacher

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
Job Interview / Gateway programme	To get a part time job at Mitre 10
Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): <i>e.g. English is learner's first language, partner has English as a second language</i>	
N/A	

Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	Y/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	Y	<i>e.g. Nodded as partner explained how one scene related to an earlier one.</i> Shook hands when he entered the room. Maintained eye contact to interviewer. Smiled when appropriate.
	The learner contributed ideas verbally, demonstrating active participation	Y	<i>e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."</i> Answered question "tell me why you want this job?" "I am planning to be a builder when I leave school so I think working at Mitre 10 would help me know how much tools and supplies cost, plus I could become more familiar with the tools." "Yes, I'm staying at school until year 13 then I plan to take a building course at polytec. so I need the money to pay for the course."

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	<i>e.g. Asked why they use special effects</i> Agreed with interviewer and elaborated when told he would need to upskill with customer service. "No, I've never used a scanner or a till but I have no problem talking to customers." Asked for clarification "Do you mean my full licence? No but I'll be getting it next month."
1.2	In terms of intended purpose, the: Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's tone was appropriate	e.g. ✓	<i>e.g. Listened to partner's idea, and offered her opinion when partner finished</i> Kept on topic, asked about hours, pay and holidays. Politely informed Mr Brown about his chainsaw certificate and first aid certificate "yeah I needed them for my Trades Academy course".
	In terms of other participants, the: Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's tone was appropriate	e.g. ✓	<i>e.g. Polite, yet firm and confident</i> Called the interviewer "Mr Brown" but changed to "David" when given permission. Politely negotiated to work the afternoon shifts when rugby was on "I am happy to work any hours but if possible I would like to keep up with playing football for my school."

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: Assessor

Date: XX/XX/XXXX

Also note:

Intended purpose of interaction may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range)

Examples of how a learner may **contribute ideas** include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range)

Examples of how a learner may **sustain dialogue** include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range)