

Learner 2: 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, 4, 5

Learner name and NSN: Learner B 2

Date of interaction: XX/XX/XXXX

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

Length of interaction: 30 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>
Year 11 Food Technology class	To plan a 3 course meal
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:	Yes e.g. ✓	Record specific examples of what the learner did or said <i>e.g. Nodded as partner explained how one scene related to an earlier one.</i>
1.1	The learner used non-verbal behaviours demonstrating active participation	Y	Made eye contact and smiled as they passed around recipe books.
	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> Offered to take notes "You guys look up what we we should cook and I'll write down the page numbers." Agreed with group that they shouldn't do anything complicated "if the recipe is tricky we might mess it up, also, those types of recipes take a lot of time and we only have an hour."

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	Y	<i>e.g. Asked why they use special effects</i> Asked the question "So, does anyone have any ideas for the entree?" Answered question about allergies "yeah lots of people say they can only eat gluten free, but I think we should cook what we like to eat and I like sausage rolls."
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	Y	<i>e.g. Listened to partner's idea, and offered her opinion when partner finished</i> Kept on topic. Suggested that each person be in charge of one course "I'll get the stuff for the sausage rolls and do the entree, unless one of you want to do it?" "Yeh, course we'll help each other too."
	In terms of other participants, the: Y learner's behaviour was appropriate Y learner's language was appropriate Y learner's tone was appropriate	Y	<i>e.g. Polite, yet firm and confident</i> Politely asked everyone in the group to vote on favourite recipes "So we agree right? Anyway everyone loves chocolate cake."

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)