

**Learner 4: Not 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,

Learner name and NSN: Learner D 4

Date of interaction: XX/XX/XXXX

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

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>
Literacy Class	Self-Evaluation meeting
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	Observed that:	Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓  Y	e.g. Nodded as partner explained how one scene related to an earlier one.  Learner D sat across from me reading to participate.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."  He agreed with my questions. "Yes"  He told me what assessments he had finished.

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	e.g. Asked why they use special effects  He told me what he would do to improve his results.  He asked me some questions about exams.
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. Listened to partner's idea, and offered her opinion when partner finished
	Y learner's behaviour was appropriate		He listened appropriately and asked good questions.
	Y learner's language was appropriate		
	Y learner's tone was appropriate		
	In terms of other participants, the:	e.g. ✓	e.g. Polite, yet firm and confident
	Y learner's behaviour was appropriate		He was polite.
	Y learner's language was appropriate		
	Y learner's tone was appropriate		

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)

**One-to-one or Small group interaction observation sheet**



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

Learner name and NSN: Learner C 3

Date of interaction: XX/XX/XXXX

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

Length of interaction: 15 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>
ICT Class	To discuss school rules about BYOD (pair activity)
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	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓  Y	e.g. Nodded as partner explained how one scene related to an earlier one.  Held school rules so that both of them could read them.
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."  Asked the question if they should read it, then read it out loud. Commented that there were too many rules and the writing was very small so no one would normally read them.

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	e.g. Asked why they use special effects  Suggested that no one would follow the rules as in the real world people always had their phones on, were checking their phones, including teachers.
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. Listened to partner's idea, and offered her opinion when partner finished
	Y learner's behaviour was appropriate		Stayed on topic and gave a lot of opinions.
	Y learner's language was appropriate		
Y learner's tone was appropriate			
	In terms of other participants, the:	e.g. ✓	e.g. Polite, yet firm and confident
	Y learner's behaviour was appropriate		Was very polite and didn't swear.
	Y learner's language was appropriate		
Y learner's tone was appropriate			

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)