

## Checklists for analysing written material: **continued**

### 1C Written work checklist

<b>Target group:</b>	School pupils in any year group; adaptable to students in further and higher education
<b>Method:</b>	Analysis of content using a matrix to indicate impact of library staff input

### Pupils' research and study skills

	Strong <span style="font-size: 0.8em;">→</span>			Weak
<b>Ability/awareness shown:</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Limited</b>	<b>Little or none</b>
Uses a range of information sources (indicated by bibliography).				
Is aware of information sources available beyond the school.				
Can extract relevant information.				
Is aware of how information is presented for different audiences.				
Can distinguish between fact and opinion, bias and objectivity.				
Combines information from more than one source.				
Organizes and presents information coherently and clearly.				
Chooses information sources best suited to the task.				
Shows initiative in going beyond the basic task set e.g. using resources outside the library.				

*NB Various written tasks are likely to show different aspects of abilities/awareness. You will need to select the skills that are appropriate for the written task being analysed. Then enter individual pupil levels in the appropriate columns.*

*This checklist is designed to record assessments of individual pupils, but it can also be used to record the overall abilities of a group of pupils.*