

Observation checklists

4A Observation of pupils in the library

Target group:	School pupils; adaptable for students in F and HE
Method:	Structured observation to identify the impact of the library on pupil progress

	Strong →			Weak
Ability/awareness shown:	Good	Satisfactory	Limited	Little or none
Helps other pupils to learn, including those of other gender/ethnic groups.				
Is able to organize work, devising search strategies and manage time well.				
Is self-motivated and does not automatically ask library staff or teachers for help.				
Appears to be confident when working independently in the library.				
Appears to be confident when working with others in the library.				
Works well in groups, including groups involving other gender/ethnic groups.				
Chooses methods of working best suited to the needs and the task set.				

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed. Ideally, this checklist should be applied to the same group of pupils at least twice and the findings compared to show whether pupils have made progress. If this is not possible, an alternative would be to observe pupils from two or more year groups to demonstrate progress through the school.

If the focus is on the comparative progress of genders, different ethnic groups, or on particular categories of pupils it will be necessary to identify all the scores for each of these groups. This can most easily and effectively be achieved by concentrating on one group at a time.