**Observational Skill Sets**

Each skill level required more competency than that required at previous levels. As skill level increases, the observation skills examinees are asked to demonstrate are of a higher order of complexity, requiring the ability to focus on relevant elements and to appropriately filter out distractions.

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Observation  Skills Cover a fairly broad range of observation skill across many levels, from moderately low level of skill to a relatively high level of skill | Assessment  Skill sets are to be assessed according to student’s ability to meet those levels of skill sets. |
| **Beginner Level Skill Set** | **Assessment Comments** |
| Prompted strongly by details (such as the posters) |  |
| Attention to basic parts of straightforward procedures (SOPs) |  |
| Remains consistently to be aware of instructions and reminders that give strong clues |  |
| Concentration remains on the important elements of the procedure |  |
| Select and pay attention to procedure in the SOPs that are more difficult to notice |  |
| Remembering the details that are continually reinforced |  |
| Remains focused on relevant details when there are extra details and or distractions |  |
| **Intermediate Level** | **Assessment Comments** |
| Focus and attention to several important details from a complex set of events that may occur at the same time |  |
| Maintains attention to significant details with little prompting |  |
| Remember relevant aspects of the information presented |  |
| Can remember several important details about unique material content |  |
| **Advanced Level** | **Assessment Comments** |
| Able to recognize steps that are presented at the same time |  |
| Able to notice and remember several details that are relevant to the procedure |  |
| Able to infer how a step fits in to the procedure (even if there are not many hints or reminders) |  |
| Ability to disregard irrelevant information |  |
| Interpret if-then and cause-and-effect relationships that affect tasks |  |
| Make predictions, comparisons and evaluations |  |