**Assessment Instrument**

**SECTION A. Demographics**

|  |
| --- |
| Date of Assessment: |
| Assessors: | 1.2. |
| **PARTICIPANT** |
| **🞏 Principal** | **🞏 Education Officer** |
| Name: | Name: |
| School: | Region: |
| Address: | Address: |
| Contact numbers: | Contact numbers: |
| **AREAS OF FOCUS** |
| 🞏 Financial Management in Schools  | 🞏 Roles and Responsibilities of the Principal |
| 🞏 Human Resource Management | 🞏 School Planning and Data Management |
| 🞏 Preparation for the New School Year | 🞏 Towards a Service Oriented School |
| 🞏 Quality Educational Leadership | 🞏 Improving Education for Boys |

**SECTION B. LDAP Compliance**

Compliance refers to the candidate’s completing of the LDAP to the specific requirements outlined by NCEL.

*Metrics / Observables:*

* Leadership Development Action Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of focus** 1. **COMPLIANCE**
 | **Y** | **N** | **Comments**  |
| All tasks completed |  |  |  |
| Format adhered to*(Typed, double spaced, 1” margin, approved fonts)* |  |  |  |
| **Review of Portfolios** |
| * Cover sheet
 |  |  |  |
| * School Address
 |  |  |  |
| * Date
 |  |  |  |
| * Name of Principal
 |  |  |  |
| * Table of contents
 |  |  |  |
| * A brief profile of the Principal/EO
 |  |  |  |
| * Brief overview of the school/QEC
 |  |  |  |
| * Date of submission
 |  |  |  |
| * Timely submission of LDAP
 |  |  |  |
| * Timely Completion of tasks in plan
 |  |  |  |
| * Evidence of the strategies implemented
 |  |  |  |
| * Evidence presented to validate outcomes
 |  |  |  |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Rating** |
| **Judgement:**(TICK) | 🞏 Exceeds expectation | 🞏 Meets expectation | 🞏 Below expectation | 🞏 Well below expectation |

**Relevance and Innovation**

How effectively does the EO /Principal conceptualise and demonstrate his/her understanding of the agreed tasks?

*Metrics / Observables:*

* Leadership Development Action Plan
* Professional Portfolio (Documents such as minutes of meetings, school calendar, financial records, School policy documents etc.)
* Observation
* Interviews with key QEC/school personnel

|  |  |  |  |
| --- | --- | --- | --- |
| B**. RELEVANCE and INNOVATION****Area of focus** | **Y** | **N** | **Comments** |
| * + Goals outlined for each area of focus
 |  |  |  |
| * + SMART objectives aligned to each topic
 |  |  |  |
| * + Communication with stakeholders and partners
 |  |  |  |
| * + Implementation of strategies as planned
 |  |  |  |
| * + Effective monitoring of plan
 |  |  |  |
| * + Documentation of processes undertaken
 |  |  |  |
| * + Documentation of the outcomes
 |  |  |  |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Rating |
| **Judgement:**(TICK) | 🞏 Exceeds expectation | 🞏 Meets expectation | 🞏 Below expectation | 🞏 Well below expectation |

**Section C. Impact**

How effectively did the activities achieve the desired objectives?

* Effectiveness of the strategies outlined in the LDAP
* Impact on standards

*Metrics / Observables:*

* Leadership Development Action Plan
* Professional Portfolio (Documents such as minutes of meetings, school calendar, financial records, School policy documents etc.)
* Observation
* Interviews with key school personnel

|  |  |  |
| --- | --- | --- |
| C1**. IMPACT****Were the goals from the modules achieved?** | **Y** | **N** |
| * + Were there any improvements in the EO’s/Principal skills in the following areas:
 |
| * 1. Financial Management in Schools
* Well-kept cash receipts
* Updated cash book
* Well-maintained vouchers for payment of funds
* An effective petty cash system
* Budget in place
* Bank reconciliation statements current
* Cash management systems are well-developed and monitored
* Demonstration of proper accounting and reporting procedures Procurement procedures known and adhered to
* Suitable investment of official funds
* Proper management of official bank accounts (including lodgements)
* Proper retention and disposal of accounting documents
 |  |  |
| 1. Human Resource Management
* Ensures that Job descriptions are in place
* Communicates employee selection criteria for :
* (a) professional development/training
* (b) reassignment/redeployment
* (c) promotion/recognition
* Establishes and communicates performance standards
* Ensures that an Effective Appraisal system in place
* Implements system for on the job training
* Ensures effective deployment of staff
* Uses the skill-set among staff to effectively advance school outcomes
* Provides staff support through mentoring/coaching
 |  |  |
| 1. Preparation for the New School Year
* Demonstrates an understanding of the role of Principal as HR Manager
* (a) ensures adequacy and quality of staff
* (b) organises orientation of new staff members
* As Instructional leader:
* (a) sources and organises adequate and appropriate instructional materials
* (b) Designs and implements an effective orientation/transition programme for all students
* Designs and implements systems for:
* Adequate staff and other HR need satisfaction
* preparation of the physical plant
* Effectively uses the Principal’s Back to School Checklist
 |  |  |
| 1. Quality Educational Leadership
* Demonstrates an understanding of the role of Principal as instructional leader
* Implements programmes to provide for students’ holistic needs
* Conducts teacher observation
* Provides coaching to / facilitates coaching for teachers
* Provides qualitative feedback on lesson plans
* Employs innovative and rigorous teacher recruitment processes
* Tracks teacher performance
* Tracks student performance
* Ensures teacher professional development
* Allows for effective management of resources
 |  |  |
| 1. Roles and Responsibilities of the Principal
* Utilises the strategic planning processes
* Demonstrates the ability to lead change and innovation
* Sets high standards for students and staff
* Models the values and vision for the school
* Implements the strategies in the School Improvement Plan
* Monitors and leads learning and teaching
* Ensures that learning is at the centre of strategic planning and resource Management
* Takes the lead role in strategizing for developing new technologies to support teaching and learning
* Establishes and maintains a system of accessibility and visibility among and between staff and Principal
* Creates effective working relationships with significant stakeholders:
* (a) all staff
* (b) parents
* (c) community members
* (d) Government/Non-government organisations
* (e) other educational institutions
* Provides for the professional development needs of the staff
* Establishes a system that promotes positive behaviours among:
* (a) staff
* (b) students
* Manages the school’s day-to-day activities
* Displays good time management in respect to staff and self
* Directs the preparation and management of all school budgets
* Ensures that the Board and the MOE are provided accurate reports and information
 |  |  |
| 1. School Planning and Data Management
* Collects various types of data
* creates systems for data gathering
* Analyses data to determine trends
* Translates analyses into policies and practices
* Demonstrates good practices in the effective use of data to promote learning and staff development and school improvement
* establishes and maintains effective procedures for the storage and retrieval of school data
 |  |  |
| 1. Towards a Service Oriented School
* Demonstrates an understanding of ‘service leadership’
* Evaluates the needs of the various school customers
* Reviews the school’s processes to promote positive customer service
* Designs service-oriented systems for the
* (a) staff,
* (b) students,
* (c) parents and wider community
 |  |  |
| 1. Improving Education for Boys
* Justifies need to emphasise teaching and learning of boys
* Implements System for tracking the performance of boys
* Uses clear, targeted strategies for teaching boys in place and monitored
* Ensures the reduction of gender bias in lessons
* Promotes the use of non-gender-biased learning materials
* Arranges classrooms to facilitate boys’ learning
* Develops programmes and initiatives to support boys’ education
 |  |  |
| C**. IMPACT****What were the impacts of the strategies implemented?** | **Y** | **N** |
| * + Was there any meaningful improvement in the effectiveness or efficiency of the school’s operations?
 |  |  |
| * + - Was there increased accountability?
 |  |  |
| * + - Were there positive adjustments in the school’s culture or ethos?
 |  |  |
| * + - Were there any new or improved policies or procedures established?
 |  |  |
| * + - Were there improvements to the document management systems?
 |  |  |
| * + - Was there any improvement in the use of data?
 |  |  |
| * + Was there any improvement in student outputs? (where applicable)
 |  |  |
| * + Students’ social awareness or development
 |  |  |
| * + Students’ attendance and punctuality
 |  |  |
| * + Students’ behaviour and attitudes
 |  |  |
| * + Academic performance
 |  |  |
| • Was there any improvement in teacher outputs? |  |  |
| * + Teachers’ Attendance and punctuality
 |  |  |
| * + Teachers’ behaviour and attitudes
 |  |  |
| * + Teacher performance (use of resources, methodology, lesson planning, team work, etc.)
 |  |  |
| * + Was there any impact on parental awareness or involvement?
 |  |  |
| * + Has attendance to PTA meetings improved?
 |  |  |
| * + Have more parents attempted to/made actual contact with the school/teachers?
 |  |  |
| * + Has there been greater parental involvement in school activities?
 |  |  |
| * + Are there any improvements to the support given to the students by their parents?
 |  |  |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Rating** |  |
| **Judgement:**(TICK) | 🞏 Exceeds expectation | 🞏 Meets expectation | 🞏 Below expectation | 🞏 Well below expectation |

**Methodology**

Select the sources of the evidence used to assist in the assessment process and list the persons interviewed, documents reviewed and observations made during the process.

|  |  |  |
| --- | --- | --- |
| **🞏 PERSONS INTERVIEWED** | **🞏DOCUMENTS REVIEWED** | **🞏 OBSERVATIONS** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

 **SUMMARY OF ASSESSMENT**

NOTE: Competence must be demonstrated in at least 4 areas to be deemed “meets expectation” overall

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AREAS OF FOCUS** | **Rating**

|  |
| --- |
| **Instructions:**Select the box which best represents the performance of the candidate after reviewing all the evidence collected |
| **🞏** Exceeds expectation | **🞏** Meets expectation | **🞏** Below expectation | **🞏** Well below expectation |

OVERALL RATING**(1-4)** |
| 🞏 Compliance with Portfolio Standards |  |
| 🞏 Financial Management in Schools  |  |
| 🞏 Human Resource Management |  |
| 🞏 Preparation for the New School Year |  |
| 🞏 Quality Educational Leadership |  |
| 🞏 Roles and Responsibilities of the Principal |  |
| 🞏 School Planning and Data Management |  |
| 🞏 Towards a Service Oriented School |  |
| 🞏 Improving Education for Boys |  |
| AVERAGE |  |
|  **LEVEL** |
| **1** | **2** | **3** | **4** |
| **Falls well below expectation** | **Below expectation** | **Meets expectation** | **Exceeds expectation** |
| Limited knowledge base for the indicatorFew skills notedApproach to the area is not strategicFew or negative results Strategies not implemented or have no impact on student achievement, teacher growth or school cultureLittle outside involvement in decision-making and problem solvingLimited development of others’ leadership capacity in this area  | Needs to extend knowledge of best practices for the indicatorLimitations in skills as demonstratedStrategy applied is ineffective or has gapsFew strategies implemented.Limited positive results in terms of student achievement, teacher growth or school culture Rarely includes others in decision-making and problem solvingLeadership capacity is sometimes developed in others | Sound knowledge of research and best practices for the indicatorStrategic professional practiceSkills are of good standard and are often demonstrated Strategies employed are meaningful and result in positive outcomes and impact on student achievement, teacher growth and/or school cultureInclusive approach is effectively used in decision-making and problem solving to inform and/or gain the support of many stakeholdersLeadership capacity has been significantly developed in others | Wide and deep knowledge of the research/best practices in the indicatorProfessional practice could serve as a model for othersLeadership/skills in this area has a direct, positive and lasting impact on student achievement, teacher growth or school cultureKey stakeholders are able to explain the process by which decisions are made or problems are solved as a result of their inclusion in the processThe skills and knowledge have been well-developed in other team members so that they can demonstrate this with proficiency |

**Areas for further consideration**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ethical issues (if any)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of the assessors**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reviewed by: Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recommendation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NEI/NCEL EVIDENCE RECORDING FORM

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate: | Assessor initials : | Date: | ERF #: |
| Type of evidence: 🞏 Document review 🞏 Interview 🞏 Discussion 🞏 Observation 🞏 Other |
| Interviewee: | Document: | Time: |
| Context: |
| Evidence: |
| **Summary:** |
| **Judgement:** | 🞏 Exceeds expectation | 🞏 Meets expectation | 🞏 Below expectation | 🞏 Well below expectation |