

# Quick categorisation for 12R ability

## Objective

The objective is to have a simple scheme that indicates a person's performance at the 12R skills as a whole. This can then be used as a crude tool to assess breadth and depth of teaching and learning and amount of remediation that might be required. The primary use would be with teenagers.

## Classes of achievement

Let us assume that we have ways to measure competence and confidence in each of the 12Rs. (These ways might be looking for lacunae which could be more efficient.) We might set the standard at 'confident and able' and 'aware of the subject realm and easily able to assimilate further skills'. We don't really expect everyone to score 100% in everything, but we do expect them to have a 'good grasp' of everything.

Class I+	Exceptional ability
Class I	Fully confident and capable
Class II	Lacking experience but comfortable with subject
Class III	Poor achievement - Tractable
Class IV	Poor achievement and difficulty improving
Class V	Very poor achievement requiring specialist attention

There is a key distinction is between classes II and III.

Class II Needs *encouragement and experience*

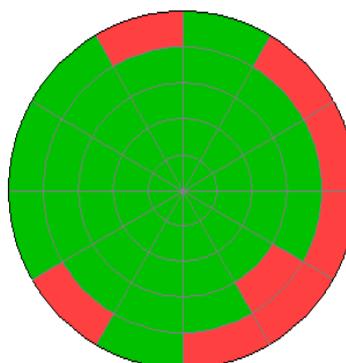
Class III Needs *education*

This is an important matter because we are dealing with the area where school ends and 'real life' begins. Class II can be dealt with in real-life and for some it is a much better place for it to happen - although it depends on a benign environment.

## Picture of success

We could represent this assessment in the form of a clock-face diagram with concentric circles representing the classes and 12 radial bars or sectors for the Rs.

- 1 Reviewing
- 2 Reporting
- 3 Writing
- 4 Reading
- 5 Remembering
- 6 Arithmetic
- 7 Reasoning
- 8 Reflecting
- 9 Resolve
- 10 Responsibility
- 11 Relationships
- 12 Researching



By putting Class I as the outer circle we are aiming to fill the whole circle. By colouring the outer 'not reached' areas we can show 'what's missing and remains to be done'.

## Compact category

Is there a more compact method of categorising somebody's across-the-board abilities?  
How about (working top-down)

- |          |                                     |
|----------|-------------------------------------|
| <b>A</b> | All Class I or above.               |
| <b>B</b> | Up to 3 Class IIs and no Class IIIs |
| <b>C</b> | Up to 3 Class IIIs, no Class IVs    |
| <b>D</b> | 1 to 3 Class IVs, no Class Vs       |
| <b>E</b> | Other                               |

The reasoning behind this is to get a feel for the amount of work required to deal with what's missing.

- As and Bs don't require remedial education.
- Cs requires remedial education but what needs doing is known and shouldn't pose any particular problems. If this was the situation one year before somebody was due to finish school and the school was 'on the case' then there shouldn't be anything to worry about. If this was the situation after school then (a) the school has failed to do what it should have done; and (b) positive, professional steps are needed to address the Class III issues ... but these ought to be available as 'remedial packages' with known time and effort requirements.
- D and E pose problems of unknown magnitude. It is likely that some basic change to educational policy for this person would be required. We would also expect Ds and Es to be all-round poor achievers.

## Conclusion

We now have a simple grading scheme that tells us what we need to know.

As and Bs are fit to go into the real-world, although we'd like Bs to do a bit of catching-up.

Cs need to do their catching-up in the educational system or with targeted and monitored remedial packages.

Ds need 'something else' in education to what they've had so far as the present scheme isn't working. We know Es require special attention.

## Observation

This scheme is intended for teenagers where we're particularly interested in "are they able to cope with the real world?" There are other circumstances where we might be asking the same question such as "Is it safe to let Aunty Flo manage her own affairs?" or "Is Charlie mature enough for this expedition?". However in these situations we are probably concerned with more specific issues and we can adapt the environment to suit. For example Aunty Flo might need somebody to help her with managing basic finances, reading letters and reminding her which day of the week to put the rubbish out, while Charlie may need very specific skills but otherwise can get by if the expedition leader knows where they may be a little weak.