**Group**

**Date**

| **Assessment categories** | **Remarks** | |
| --- | --- | --- |
| Classroom management (atmosphere, stationary, fresh air, clean room, order, creating true to life setting) |  | |
| S-S interaction, changing modes of interaction |  | |
| Ss’s participation (dealing with active/passive Ss, how much Ss are involved into work) |  | |
| TTT (teacher must speak only to give instructions, explain gr., encourage and correct Ss; it mustn’t be a lecture) |  | |
| Monitoring (attentiveness, focusing on Ss work, moving around the classroom) |  | |
| Printables, handouts (neat, printed out, legible, various, appropriate to the level) |  | |
| Boardwork (handwriting, structured placement) |  | |
| Discipline (behaviour, phones, L1, distracting, problematic Ss) |  | |
| Speaking practice (every block/topic must be drilled in speaking, effectiveness of speaking activities) |  | |
| Entertainment/creativity (various and engaging activities, thought provoking topics, true to life communication) |  | |
| Error correction (balanced error correction, Ss are/aren’t bothered, effectiveness) |  | |
| Presenting grammar (presentation, practice, production; schemes, underlining, CCQs) |  | |
| Presenting vocabulary ((presentation, practice, production; visuals, CCQs) |  | |
| Drill (controlled, freer, free practice) |  | |
| Instructions (order, ICQs, clear, brief, effectiveness) |  | |
| Rough planning (correspondence of current lessons to rough planning) |  | |
| Level (are all the Ss of the same level?) |  | |
| Book (is the book suitable for the level and age?) |  | |
| Encouragement (Well done! Wonderful! Good job! etc) |  | |
| Time management (adequate usage of time for corresponding activities) |  | |

**Lesson mark (max.10):**

**Summary**:

**Areas for Development**: