

12.2 Assessment Criteria

Summary of Classroom Observation

Center: <i>Inlingua Lima</i>	Trainer: <i>ANGEL STABACK</i>
Language: <i>FRANCES</i>	Book: <i>FRANCES 1 etapa 1</i>
Group/no. present:	Observer: <i>Mónica Guevara</i>
Date and time: <i>19/11/2021 – 5:00 PM</i>	Subject/Activity:
Learning objective:	Focus of observation:
Lesson Objectives To teach the student: aspects related to the words Personal introduction, Nationality, Introducing others.	
Strengths of the lesson It was observed that there was good interaction with the students on the aspects presented in class and that the answers were coherent to what was requested, in French.	
Areas for further development The class was developed in a logical and progressive sequence, which achieved a good understanding by the students.	
Trainer's signature	Observer's signature 

Trainer Profile

COMPETENCE	PROFILE		NOTES
	Weak	Strong	
1/ SUBJECT KNOWLEDGE	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • understanding of subject matter, concepts, skills • familiarity with the inlingua method
2/ SUBJECT APPLICATION	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • clear lesson objectives • lessons related to inlingua book/ target language • variety of activities in lesson • suitable resources selected prepared
Planning	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • lesson plans coherent and well structured • lesson related to earlier and later lessons (continuity and progression)
Training methods	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • methods appropriate for age, ability and level of attainment of learners • variety of methods used • provisions made for equality of opportunities of individuals and groups • expectations of learners' performance realistic and demanding • training aids/equipment handled competently, used effectively • realization of teaching goals • use of IT
Techniques	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • awareness and use of body language • handling of new inlingua material • managing pair- and groupwork activities • correction and reinforcement techniques • Trainer Talking Time management • use of the Course Book in class • use of Additional material
Communication	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • instructions clear and well structured • explanations clear and well structured • questioning effective • voice and speech effective and varied • feedback from learners obtained and used • appropriate level and use of language
3/ CLASS MANAGEMENT	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • lessons purposeful and orderly • effective and prompt start and finish • class training, group, pairwork and individual work effective • lesson appropriate to learners and material • relationships and rapport with learners • motivation and interest of learners achieved and maintained • appropriate use of praise, sanctions • interruptions and disruptions effectively dealt with
4/ AWARENESS OF THE TRAINER'S ROLE	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • commitment to the training program • sensitivity to individual and group needs • contribution to the training program
5/ PERSONAL AND PROFESSIONAL EFFECTIVENESS	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • organized and makes effective use of time • asks for advice • working relationships with other trainers and instructor • professional discussions and communication with other trainers
Lesson self-evaluation	1	2 3 4 <u>5</u>	<ul style="list-style-type: none"> • honest and objective analysis • appropriate target setting