



## Teaching assessment criteria: with integrated explanatory notes

### 5 Planning and preparation

Successful candidates have designed and presented a lesson plan and supporting documentation which:

- 5a) includes
- (i) a brief general overview of the group of learners and the course

#### 5.a) (i) Gloss

The purpose of this criterion is to ensure that the *context* of the lesson is established and explained.

- *overview of the course*

As relevant to the specified group: the length of the course, the number of times per week/month/year the class meets, the times at which they meet, the number of teachers on the course and their roles (e.g. one teacher focuses only on one type of language/skill), whether the course has compulsory or voluntary attendance, educational experience/background.

- *overview of the group of learners (the composition of group)*

As relevant to the specified group: the stated level of the group, the actual level/mix of levels within the group and issues of differentiation, the mix of ages (though this may be stated in terms of, for example, 'mostly in their 20s with three students in their 40s etc. – making this criterion different from 5a(ii) below), sexes, levels of attendance, interests that are common to the group, interests of sub-groups within the class, needs (perceived by the learners) that are common to the group, needs (perceived by the teacher) that are common to the group, L1 common to the group, different L1s within the group.

- *focus of course*

For example, leading to an examination (e.g. IELTS, Cambridge Main Suite, TOEFL), EAP, ESOL), General English, ESP (e.g. business English, English for lawyers or other specified registers).

- (ii) information about individual learners relevant to the lesson

#### 5a) (ii) Gloss

##### *information about individual learners*

- Information about individual learners as relevant to the context/focus of the specified lesson.
- Candidates could comment on: special needs, L1, reasons for learning English (e.g. as perceived by the learner, the learner's employer), age, sex, interests, learning needs (perceived by the learner), learning needs (perceived by the teacher), level of language and linguistic competence, ability in relevant skills/subskills, previous learning experience and level of education, previous knowledge of English, level of attendance, level of motivation, learning style and preferences (e.g. working in collaboration with others, working alone, reading, speaking), relationship with others in the group, personal affective factors affecting a learner's ability (e.g. to participate, work collaboratively, work individually, access particular topics, engage with particular classroom methods and techniques, establish and maintain motivation).
- Candidates should not repeat information previously given under 5a(i).

- 5b) sets out clear and appropriate overall aims and learning outcomes for the lesson in relation to language systems and/or language skills and learner needs

5b) Gloss

*clear*

- Candidates should express their aims/outcomes in language and phrases that are transparent to the reader i.e. to enable the reader to form an accurate understanding of the aims/outcomes of the lesson.

*appropriate*

- Appropriate to the learning context, the specified group and learners within the group.
- Candidates should provide aims and learning outcomes that are seen to be specifically relevant, for example, to learners' needs, interests, reasons for learning English, learning styles and preferences (and other items covered in 5a above) within the learning context in which the lesson takes place.

*language systems and/or language skills*

- The choice of systems and/or skills will be directly and explicitly relevant to the group's/learners' needs and other items covered in 5a above.

- 5c) provides relevant analysis of target language in terms of meaning, use, form and pronunciation

5c) Gloss

*relevant analysis*

- Analysis of all areas of the system or skill(s)/subskill(s) which have an impact on the specific lesson and the learners.
- Candidates are not expected to refer to the problems learners might experience with these areas (see 5f below).

- 5d) outlines any relevant link(s) between this lesson and relevant aspects of preceding and subsequent lessons, and if relevant the course as a whole

5d) Gloss

*relevant links and aspects (between this and preceding/subsequent lessons)*

- Those links/aspects that have a specific bearing on the assessed lesson (e.g. learners' language/skills abilities in previous lessons, recycling and revision, pre-teaching of skills that enable learners to engage more effectively with the assessed lesson, follow-up language/skills work that extend the learners' understanding/ability to use the language/skills work introduced in the assessed lesson, the interim and/or end goals or the course that will be better achieved by the focus of the assessed lesson.

- 5e) states assumptions made about the learners' knowledge, abilities and interests relevant to the aims and learning outcomes of the lesson

5e) Gloss

*assumptions, relevant to the aims and learning outcomes*

- Candidates should refer to assumptions about learners' language and/or skills abilities e.g. assumptions about learners' prior knowledge of systems/skills based on their level, their previously demonstrated abilities, the language/skills content of previous lessons etc.
- Candidates should refer to assumptions that have a specific bearing on learners' ability to engage with the language systems/skills that form the intended focus of the lesson, the topic, the materials and the methods/techniques employed during the lesson.

- 5f) anticipates and explains potential problems in relation to the lesson's aims and learning outcomes, the learners and the learning context, and the equipment, materials and resources to be used

5f) Gloss

*explains potential problems*

- Problems that learners may have with the content and focus of the assessed lesson (e.g. with the target, the topic(s) covered, the proposed classroom procedures, the materials, resources and equipment used, classroom dynamics and issues of differentiation).

As relevant candidates should explicitly state:

- learners' potential problems with the meaning, form, use and pronunciation of the target and/or instrumental language and make reference to the language analysis assessed under 5c
- learners' potential problems with the skill(s)/subskill(s) focus of the lesson.

*the learning context*

- See items covered included under 5a above.

*material and resources and equipment used*

- e.g. some students not interested in material, materials too difficult for some students, equipment doesn't work as planned e.g. internet link doesn't work.

- 5g) suggests appropriate solutions to the problems outlined in 5f

5g) Gloss

*appropriate solutions*

- Specific solutions that are realistically aimed at helping the learners and/or the teacher overcome the problems identified in 5f.
- Candidates need only provide a brief description of these solutions.

- 5h) describes suitably sequenced procedures and activities appropriate to achieving the stated overall aims and stage aims

5h) Gloss

- This criterion refers to the systems and/or skills focus as relevant to a particular lesson.
- describes (procedure and activities)*

- Candidates should give sufficient detail in the description of procedures and activities to allow an observer (i.e. the assessor) to make an initial judgement in advance of the lesson itself on the effectiveness of these in terms of achieving the overall and stage aims and learning outcomes.

*suitably sequenced, appropriate to achieving the stated aims and learning outcomes*

- Sequenced in such a way that the order of stages/activities is clearly logical and ensures that the lesson progresses towards achieving the stated aims and learning outcomes.
- Candidates should state how they intend to monitor learning and provide feedback.
- Candidates should assign an appropriate aim and/or learning outcome to each stage in the procedure of the lesson.
- Procedures and activities should be sufficient and appropriately focused to ensure that the aim/learning of a particular stage in the lesson is met/fulfilled.

- 5i) states materials and/or resources to be used, which are appropriate to the teaching and learning context, the learners, the lesson aims and learning outcomes, and the

time available, and includes a copy/copies of suitably presented materials sourced where necessary

5i) Gloss

*states materials and/or resources*

- Candidates should give the rationale for their choice of some of these materials and/or resources in the Commentary (see 5k below).

*the learning context*

- See items covered included under 5a above.

*suitably presented*

- With attention to issues such as learners needs/affective factors, institutional and professional expectations.

*sourced*

- Candidates should use internationally accepted academic referencing conventions.
- Candidates need only source materials where it is required by copyright; they do not, for example, need to source original materials they have produced themselves.
- If materials have been adapted from their original version, candidates should include copies of both the adapted and the original version.

5j) assigns realistic and appropriate timing for each stage and/or group of stages in the procedure

5j) Gloss

*realistic and appropriate*

- To allow for learners/the teacher to complete a stage/activity at a pace suited to their level, the type of materials used, the activities engaged in, the language/skills focus and the aim/learning outcome achieved by that stage and/or use of materials.

5k) includes a commentary, of between 500 and 750 words, which provides a clear rationale for the lesson plan with reference to learner characteristics and needs and the candidate's reading and research in their background essay

5k) Gloss

*a clear rationale*

- A statement that clearly explains the candidate's reasons for choosing this particular target language/skill, these particular approaches and techniques, materials and resources, sequencing of stages, for these particular students in this particular learning context.
- The candidate should make reference to the pre-lesson research (Background essay) and language analysis carried out.
- If candidates have a good knowledge of the group, they should explicitly refer to the needs of the group and individual learners within it when explaining their choices of approach and materials/resources.

## Teaching

### 6 Creating and maintaining an atmosphere conducive to learning

Successful candidates demonstrate that they can effectively:

- 6a) teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation

6a) Gloss

- Candidates should establish and maintain a positive teacher-student and student-student relationship conducive to learning. This could include taking into account the presence of dominant/weaker students, the level of challenge, special needs, differentiation, and any other cognitive and affective issues.

- 6b) purposefully engage and involve learners

6b) Gloss

*purposefully engage and involve*

- Candidates should ensure that learners are engaged with the procedures / activities / materials / resources used and that this engagement contributes to them achieving the stated learning outcomes and the aims of the lesson.
- Candidates should ensure that learners remain involved in and motivated by the lesson regardless of any issues of level, differentiation and challenge, language/learning background, learning styles and preferences and personal affective factors.

- 6c) vary their role in relation to the emerging learning and affective needs of learners during the lesson

6c) Gloss

*vary their role*

- Candidates should ensure that their role varies in relation to the emerging linguistic, learning and affective needs of learners during the lesson. This could include varying the interaction patterns in the class e.g. changing from teacher-student to student-student interaction as the learning and affective needs of learners change throughout the lesson.
- Candidates should demonstrate their ability to respond appropriately to the atmosphere in the class and changes in this atmosphere throughout the lesson.

- 6d) listen and respond appropriately to learner contributions.

6d) Gloss

*respond appropriately to learner contributions*

- The teacher should demonstrate they are listening to what learners are saying and, if necessary, interpreting accurately the messages students are conveying regardless of whether these are explicit or implicit.
- This criterion refers to contributions other than the learners' output of target language which is covered in 7e. 6d refers to contributions to the topic and concepts discussed during the lesson and the candidate's ability to respond naturally and appropriately to these, if necessary incorporating learners' contributions into the lesson.

## 7 Understanding, knowledge and explanation of language and language skills

Successful candidates demonstrate that they can effectively:

- 7a) use language which is accurate and appropriate for the teaching and learning context

### 7a) Gloss

*accurate and appropriate for the teaching and learning context*

- The English language used throughout the lesson by the candidate must be acceptable within the speech community in which the lesson is taught and within the learners' context/English language speech community. For example, specific varieties of English are acceptable if these are the norm in the context in which the lesson is taught.
- Candidates should also maintain an acceptability of language use among English speaking communities in general.
- This criterion does not specifically refer to the language taught/focused on in the lesson (see 7c below).

- 7b) adapt their own use of language to the level of the group and individuals in the group

### 7b) Gloss

*adapt their own use of language*

- Candidates should ensure that their own use of English language is understood by learners at all times during the lesson
- Candidates should ensure that their own use of English language is at the level of the class e.g. they should not simplify language when this is not required to enable learners to understand them
- Candidates should demonstrate a range of techniques for achieving this end. Candidates may, for example, paraphrase, and/or use language items that are likely to be comprehensible to their learners.

- 7c) give accurate and appropriate models of language form, meaning/use and pronunciation

### 7c) Gloss

*accurate and appropriate models*

- The English language *taught/focused on* by the candidate must be accurate and acceptable within the context of the lesson and the learners while maintaining a general acceptability among English speaking communities. For example, the candidate may teach specific varieties of English if these are the norm in the speech community and context in which the lesson is taught.
- The language models taught/focused on by the teacher should be relevant to the learners' needs.
- The model(s) of language taught/focused on will be accurate. For example, if the candidate intends to focus on the Past Simple, the model they provide for learners will be an accurate representation of this.

- 7d) give accurate and appropriate information about language form, meaning/use and pronunciation and/or language skills/subskills

7d) Gloss

*accurate and appropriate information about*

- Appropriate to the stated aims and learning outcomes of the lesson. For example, reference to pedagogic grammars and generalised rules or meanings are acceptable if these assist in the learners' understanding and use of language within the lesson and the learning context.
- Information provided by the teacher about the language and/or language skills/subskills taught/focused on in the lesson must be accurate.

7e) notice and judiciously exploit learners' language output to further language and skills/subskills development

7e) Gloss

*notice and judiciously exploit*

- Candidates should demonstrate that they can actively listen to and accept and/or reject learners' contributions in terms of language output and contributions made in terms of language skills/subskills.
- Candidates should have a rationale (albeit unstated) for their acceptance or rejection of the contributions.
- Candidates should demonstrate an ability to correct, modify or otherwise exploit these contributions to enhance learners' control and use of English language and skills/subskills.
- Candidates should demonstrate an ability to give constructive feedback to learners on the contributions they make during the lesson.

## 8 Classroom, procedures and techniques

8a) use procedures, techniques and activities to support and consolidate learning and to achieve language and/or skill aims

8a) Gloss

*procedures, techniques and activities to support/consolidate*

- Candidates should ensure that the procedures, techniques and activities are specifically focused on enhancing learning in the classroom, allowing learners to achieve the learning outcomes and achieving the aims of the lesson. For example, candidates can use practice/consolidation activities, drills, guided discoveries, a task-based procedure, process/product writing procedures or any other techniques, activities and procedures as long as these are clearly relevant to achieving the aims/learning outcomes of the lesson.

8b) exploit materials and resources to support learning and achieve aims

8b) Gloss

*materials and resources*

- For example, an interactive whiteboard, published ELT materials, materials designed by the candidate, an overhead projector, a DVD.
- Materials and resources used by the teacher/learners during the lesson should be clearly relevant and appropriate to supporting learning and achieving aims.
- Materials and resources used should be exploited by the teacher in such way to enable the learning process.
- Candidates should demonstrate an ability to adapt their planned exploitation of these materials and resources in response to the emerging needs of the learners.

8c) deliver a coherent and suitably varied lesson

8c) Gloss

*a smooth and coherent and suitable varied lesson*

- Candidates should demonstrate they can provide clear transition steps from one stage of the lesson to the next.
- Candidates should provide a variety of pace, a variety of learner interaction patterns, and a variety of techniques/activities/procedures.
- Candidates should demonstrate an ability to adapt their stated timings to the emerging language, learning and motivational needs of the class and individual learners within it to maintain a smooth and coherent lesson.
- Candidates should demonstrate an ability to achieve the above while maintaining a clear progression towards achieving the stated aims and learning outcomes.

8d) monitor and check students' learning and respond as appropriate.

8.d) Gloss

*monitor and check students' learning, respond as appropriate*

- Candidates should ensure that they notice and, when appropriate to achieving the aims and learning outcomes of the lesson, explicitly focus on the emerging language of learners.
- Candidates should demonstrate that they can identify the most relevant emerging language and exploit this to ensure the lesson achieves the aims and learning outcomes.
- Candidates should demonstrate that they can respond effectively and constructively to learners' language output and/or to output generated by a skills/subskills task.
- Candidates should demonstrate an ability to notice and respond appropriately to contributions learners make to the topic/content of the lesson (i.e. contributions in areas other than language/skills output).
- Candidates should demonstrate they are able to manage any feedback procedure/techniques/stages in the lesson effectively to ensure the lesson achieves the aims and learning outcomes.
- Candidates should demonstrate that they are sensitive not only to issues of language output and skills/subskills work but also to other learning issues (e.g. learning preferences and styles, learning strategies, cognitive and affective considerations).

## 9 Classroom Management

Successful candidates demonstrate that they can effectively:

9a) implement the lesson plan and where necessary adapt it to emerging learner needs

9a) Gloss

*where necessary adapt*

- Candidates may, for example, adapt the timing, the focus of a particular stage, the interactions in an activity, choose to omit/supplement an activity/stage, or include an unplanned activity/stage in response to emerging linguistic, motivational or learning needs during the lesson.

9b) manage the classroom space, furniture, equipment, materials and resources

9b) Gloss

*manage*

- In such a way that enables the learning experience and progresses the lesson towards achievement of aims and learning outcomes.
- Candidates should, for example, ensure that the classroom space is used appropriately in relation to the number of learners in the room; they should ensure that they are familiar with procedures for operating electronic equipment, and that their materials and other resources are presented to learners in such a way that does not distract from or hinder the learning process.

9c) set up whole class and/or group and/or individual activities, as appropriate

9c) Gloss

*set up*

- To include such factors as giving clear instructions, checking instructions, demonstrating activities, nominating learners to contribute.

9d) ensure the learners remain focused on the lesson aims and the learning outcomes

9d) Gloss

*remain focused on the lesson aims and learning outcomes*

- Candidates should ensure that learners understand/appreciate (either implicitly or explicitly) the relevance of techniques, procedures and activities used during the lesson to achieving the learning outcomes.

## 10 Reflection and evaluation

Successful candidates demonstrate that they can effectively

10a) reflect on and evaluate their own planning, teaching and the learners' progress as evidenced in this lesson

10a) Gloss

Candidates should refer to specific evidence from the particular assessed lesson but need not refer to their planning and teaching abilities in general.

10b) identify key strengths and weaknesses in planning and execution

10b) Gloss

*key strengths and weaknesses*

- Candidates should refer only to the particular assessed lesson. Candidates should not refer to *all* the strengths and weaknesses in the assessed lesson but select from these to identify those that had most impact on the achievement of aims and learning outcomes.
- Candidates should explicitly justify any unplanned changes made to their lesson plan while the lesson was in progress.

10c) explain how they will/would consolidate /follow on from the learning achieved in the lesson

10c) Gloss

*consolidate/follow on*

- Candidates should refer to subsequent activities, tasks and lessons. These may be hypothetical if the teacher will not be teaching the class again. Candidates may also refer to activities outside course time that will enhance learners' understanding and use of the language or skills focused on in the assessed lesson itself.