

	Indicator/Criterion	Level 1 (below expectations)	Level 2 (needs improvement)	Level 3 (good practice)	Level 4 (excellent practice)				
A1	The scheme of work has timeframes and clear learning goals.	No scheme of work presented or scheme of work has no timeframes.	Scheme of work has timeframes but these are vague (e.g. by month or term) and/or is based on textbook rather than syllabus/learning outcomes.	Scheme of work has clear timeframes and refers to syllabus topics or learning outcomes.	Level 3 + includes learning and teaching activities and appropriate resources.				
A2	Lesson planning relates to scheme of work and links to Learning Outcomes.	No lesson planning is provided or the planning provided has absolutely no relation to the scheme of work or reference to Learning Outcomes.	There is some relationship between the lesson planning provided and the scheme of work. Reference to the Learning Outcomes in the lesson planning provided is weak.	The lesson planning provided has most of the necessary components (lesson objectives, sequence of activities, closure) and is clearly related to the scheme of work and Learning Outcomes.	The lesson plan has all the necessary components as well as a clear link to the Learning Outcomes.				
A3	There is evidence of planning for effective means of assessment and this is related to the learning goals (e.g. written tasks, questioning techniques, self/peer assessment, lesson closure)	There is no reference to assessment of any kind in the lesson planning.	Lesson planning includes minimal reference to mode/s of assessment.	Lesson planning includes reference to different modes of assessment targeting the learning goals.	Lesson planning includes clear reference to effective means of assessment that are related to the learning goals.				
A4	Planning accounts for learner variability.	There is no reference to the learners' different needs and abilities in the teacher's planning.	Planning documents vaguely mention how the learners' different needs and abilities will be catered for.	There is reference in planning documents of how learners' different learning needs, preferences and abilities will be targeted.	The planning documents thoroughly address learner variability.				
A	<i>The teacher has good quality planning</i>	See above	See above	See above	See above				
B1	The physical environment positively impacts learning.	The restricting space and poor classroom set up hinders learning. The classroom is void of learning resources. Learner's work is not on display (if applicable).	There are few educational resources in the classroom and the spatial structure (set up) constraints movement and interaction. Exhibited learner's work is minimal.	The physical environment considers learners' needs and interests, includes a variety of educational resources and is set up to support learning and teaching. Learners' work is on display.	The physical learning environment is designed in a way that prioritises access for all, appeals to the learners' interests, and facilitates the learning and teaching process as well as meaningful interactions with and among learners.				

B2	Effective classroom management practices are in place.	Learning is not taking place due to ineffective classroom management.	Inconsistent classroom management is limiting learning.	Classroom management strategies and procedures adopted in class facilitate learning.	Effective classroom management strategies adopted in class, as well as rules and procedures formulated collaboratively by educators and learners, facilitate learning.				
B3	A sense of respect is present throughout the lesson.	There is a negative rapport between educator/s and learners and/or there is no sense of mutual respect amongst learners.	The educator/s are striving to build a positive relationship with learners and/or there are occasional signs of disrespect from the educators towards learners or vice-versa.	The educator/s have clearly established a positive relationship with learners. A sense of respect is present throughout the lesson.	A sense of mutual respect exists among learners and between the educators and learners. Learners feel at ease to learn from their own mistakes as well as voice their opinion.				
B4	There is meaningful interaction between the educator/s and learners and amongst learners.	There is no interaction between the educator/s and learners and/or amongst learners.	Interaction between educator/s and learners is minimal and/or opportunities for interaction amongst learners are sporadic and minimal.	The educator/s interact with learners. Learners have various opportunities to meaningfully interact with each other.	Educator/s and learners meaningfully interact with each other. This interaction contributes towards lesson development.				
B	The learning environment is conducive to learning	See above	See above	See above	See above				
C1	The focus of learning is clear to all throughout the lesson.	Learning objectives are not shared at all.	The teacher verbally shares the learning objectives (intentions) with learners.	The learning objectives are shared verbally and visually with learners.	Level 3 + the teacher refers to the lesson objectives at regular intervals. Learners know what and why they are learning.				
C2	Prior knowledge/learners' interests are explored and acted upon.	The teacher does not explore or acknowledge learners' prior knowledge or skills.	The teacher attempts to explore prior knowledge or competencies learnt in previous lesson(s).	The teacher explores prior knowledge and competencies not only in relation to previous lesson but also in view of the current lesson.	Level 3+ intentionally continues to build on their prior knowledge and competencies by making connections and bridging any learning gaps.				
C3	Lesson progresses in a timely and seamless manner.	Time is not well managed and planned activities are not completed. Learners needs are not considered. There is no flow from one part of the lesson to another.	Time is adequately managed with some consideration for learners' needs. There is an adequate transition from one activity to another.	The teacher has good time management and strikes a balance between the need to complete planned activities and to respond to the needs of learners. There is a smooth transition from one activity to another.	Level 3 + lesson creatively adapted according to learners' individual pace.				

C4	The lesson closure is used to evaluate and consolidate learning in relation to the lesson's objectives and/or Learning Outcomes.	Lesson finishes without a closure or without revisiting the learning intentions/objectives.	The teacher ends the lesson by stating the learning intentions/objectives.	At the end of the lesson, the teacher revisits the learning intentions by asking learners what they learned during the lesson.	Level 3 + closure activity related to objectives/learning outcomes.				
C	Lesson development facilitates learning	See above	See above	See above	See above				
D1	The teacher uses multiple means of representation.	The teacher only uses one mode of representation and does not meet the needs of most learners.	The modes of representation used in the lesson are limited and/or only meet the needs of some learners.	The teacher represents the lesson content in various modes (including digital technology) to meet the needs of learners.	The teacher effectively represents the lesson content in various ways (including digital technology) to meet the needs of all learners.				
D2	Learners are provided with opportunities for multiple means of action and expression.	Learners are offered only one way of action and expression.	Learners are offered limited ways of action and expression and/or opportunities offered for means of action do not reflect learners' learning preferences.	Learners can express what they have learnt through different modalities.	Learners can express effectively what they have learnt through different modalities and according to their learning preferences.				
D3	Learning takes place primarily through a student-led approach.	Lesson is entirely teacher-centred with no learner involvement.	Lesson is mainly teacher-led with inputs from learners when prompted.	Learners are actively engaged in their learning. The teacher facilitates the learning process.	Level 3+ learners are given choice and voice on what and how to learn, the possibility to create their own work and to learn from their peers.				
D4	Educators effectively reduce barriers to learning.	The educator adopts a one-size-fits all approach to both planning and delivery of the lesson.	The educator attempts to reduce barriers to learning (e.g.physical, emotional, cognitive, cultural) by using few strategies and resources.	The educator is effectively reducing the barriers to learning (e.g.physical, emotional, cognitive, cultural) by using a variety of strategies and resources, including technology.	Level 3 + all learners are included and challenged according to their abilities and are making progress.				
D	Learner variability is addressed through a sound pedagogy	See above	See above	See above	See above				
E1	Learners take initiative to share their ideas during group work, collaborating as a group towards the final goal.	There were missed opportunities for learners to work as a group and collaborate towards a goal.	Learners were assigned work as a group. However, there was no synergy amongst learners OR it is evident that learners are not used to work collaboratively.	Most learners participate actively within the group, carry out their role as assigned, give their opinion and generally collaborate with their peers.	All learners participate actively within the group, carry out their role as assigned, value each others' opinion and collaborate well as a group towards the final goal. Group synergy is resulting in meaningful learning.				

E2	Learners ask relevant questions that sustain lesson development.	Learners do not ask any questions during the lesson and/or the teacher does not provide learners with opportunities to ask questions.	Occasionally learners ask questions that are relevant to the lesson development.	Learners ask questions that contribute towards lesson development.	Learners ask higher order and relevant questions that contribute towards lesson development and deeper understanding.				
E3	Learners readily carry out the work assigned.	No task was assigned to learners OR Learners were not given clear instructions on how to carry out the task and were confused OR Learners were reluctant to start working on the task assigned.	Most learners attempted to carry out the task assigned but continuously sought the teacher's support.	Learners willingly carried out the task with minimal instructional support from the teacher.	Learners are intrinsically motivated and were able to carry out the tasks independently.				
E	There is evidence of learner engagement throughout the lesson	See above	See above	See above	See above				
G1	The educator makes effective use of questioning techniques.	The educator does not ask questions OR the educator answers the questions himself/herself.	The educator occasionally asks questions but gives limited response time AND/OR the educator gives limited opportunities for learners to reflect.	The educator uses a variety of questioning techniques including higher order questions and gives sufficient time for learners to reflect and respond.	Level 3 + Questions are bounced from one learner to another to elicit deep thinking.				
G2	Learners engage in self and peer assessment.	Learners are not given the opportunity to carry out self or peer assessment.	Learners are provided with the opportunity to evaluate their own and/or their peers' work.	Learners are provided with opportunities to evaluate their own and/or their peer's work against established success criteria or a rubric.	Level 3 + Learners are provided with opportunities to modify their work following own evaluation and/or peer feedback.				
G3	The educator gathers evidence of learning using a variety of formative assessment strategies and provides formative feedback.	The educator does not gather any evidence of learning throughout the lesson.	The educator gathers minimal evidence of learning through a formative manner.	The educator uses a variety of formative assessment strategies to gather evidence of learning and provides immediate feedback.	Level 3 + The educator uses this evidence to indicate to individual learners what has been learnt and the next step for learning.				
G	Formative assessment is integrated in the learning and teaching process	See above	See above	See above	See above				

