**JSE MATHEMATICS ASSESSMENT**

| S/NO |  OBSERVED POINTS EARNED |  |
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|  | UNIT OBJECTIVES | 4 | 3 | 2 | 1 | POINTS |
| 1 | Demonstrating multiplication of fraction using models | Teacher Educator actively contributes by offering ideas and asking questions and showing how a multiplication of fraction problem is solved using model. | Teacher Educator demonstrates how to solve a multiplication of fraction problem using model. | Teacher Educator actively contributes by offering ideas and asking questions on multiplication of fraction.  | Teacher Educator did not contribute to group activity by offering ideas, solving a problem on multiplication of fraction and asking questions |  |
| 2 | Formulating and solving multiplication of fraction problems | Active participation through formulating and solving multiplication of fraction problems, asking questions and offering ideas. | Active participation in formulating and solving multiplication of fraction problems. | Asking questions and clarifying ideas. | Not following the class, neither offer ideas nor ask questions. |  |
| 3 | Exploring and identifying properties of various shapes | Demonstrating ability to observe and correctly record properties (e.g. corners, angles, vertices, faces, edges e.t.c. ) of various shapes. | Teacher Educator displays concentration and identifies properties of some shapes.  | Teacher Educator occasionally pays attention and identifies properties of few shapes.  | Not following the class, neither offer ideas nor ask questions. |  |
| 4 | Explaining real life importance of two and three dimensional shapes | Teacher Educator discusses adequately the real life importance of two and three dimensional shapes.  | Teacher Educator discusses some of the real life importance of two and three dimensional shapes.  | Teacher Educator discusses few of the real life importance of two and three dimensional shapes.  | Not following and unable to discuss any importance of two and three dimensional shapes. |  |
| 5 | Explaining and illustrating the concepts of angles of elevation and depression | Adequate explanation of concepts and clear illustrations of angles of elevation and depression. | Adequate explanation of concepts without clear illustrations of angles of elevation and depression. | Fair explanation without clear illustrations of angles of elevation and depression | Inadequate explanation of concepts without clear illustrations of angles of elevation and depression. |  |
| 6 | Differentiating and measuring angles of elevation and depression using a clinometer | Clear differentiation and accurate measurement of angles of elevation and depression using clinometer  | Not clear differentiation but accurate measurement of angles of elevation and depression using clinometer | Not clear differentiation and inaccurate measurement of angles of elevation and depression using clinometer | Inability to differentiate and measure angles of elevation and depression using clinometer |  |
| 7 | Solving practical problems involving angles of elevation and depression  | Demonstrate ability to read, interpret and use knowledge of trigonometry to solve problems involving angles of elevation and depression accurately. | Demonstrate ability to read, interpret and use knowledge of trigonometry to solve problems involving angles of elevation without getting correct answer | Fair ability to read, interpret and use knowledge of trigonometry to solve problems involving angles of elevation without getting correct answer | Not paying attention and inability to read, interpret and use knowledge of trigonometry to solve problems involving angles of elevation while getting correct answer |  |

**JSE ENGLISH ASSESSMENT**

| S/NO |  OBSERVED POINTS EARNED |  |
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|  | UNIT OBJECTIVES | 4 | 3 | 2 | 1 | Total POINTS |
| 1 | Showing a clear understanding of approaches to teaching listening | Teacher Educator show active participation and contribution demonstrating ideas and answering questions about practical listening activity and how learners can respond to meaning. | Teacher Educator prescribes a given technique suitable for given listening task.  | Teacher Educator gives examples of how listening can be introduced recalling his engagement with the module and his experience on the job . | Teacher Educator fails to make input to discussions on approaches to listening. |  |
| 2 | Exhibiting specific skills in teaching listening task types | Brain storms different tasks or poor students’ response and suggests a practical method and appropriate supporting instructional material. | Actively specifying listening task and suggesting what is appropriate for the teacher to do. | Enthusiastically listening, asking and contributing to discussions. | Unable to follow discussions and remain largely quiet neither answering nor seeking clarification |  |
| 3 | Making a distinction between reading types and suitable technique or method  | Clarifies types of reading: for very young learners, young learners or adult learners; suggests methods and techniques. | Teacher Educator explains reading types and how they influence method. | Teacher Educator follows discussion and ask questions on differences in reading tasks. | Demonstrating lack of ideas and unable to ask. |  |
| 4 | Exploring practical teaching reading skills approaches | Teacher Educator discusses the top down and bottom up with examples and states the learning advantages of these.  | Teacher Educator states what these approaches are and their teaching benefits.  | Clarifies the aim of top down and bottom up approaches to reading.  | Too quiet or confused in own contribution and failing to ask. |  |
| 5 | Drawing a distinction between tasks which encourage students’ talk and tasks which don’t | Creates scenarios in which students ask, tell stories, give explanation, negotiate meaning, argue out their points etc | Gives sufficient examples of speaking tasks and task which do not encourage learners to speak. | Provides an example of activity which encourage learners to talk. | Muddled explanation of speaking tasks and how they work.  |  |
| 6 | Scaffolding beginner speakers | Clarifies shy or reluctant speakers’ problem, explain the reason behind it and suggest the scaffolding language framework to help them start speaking.  | Identifies reluctant, shy or beginner speakers and explain their problem. | Able to identify beginner or reluctant speakers. | Failing to say anything including asking for clarification. |  |
| 7 | Eliciting students’ talk in lesson stages | Exhibits a clear understanding how the start, the middle or concluding part of a lesson offers the teacher opportunity for students talk. | Demonstrates how teacher can use lesson stages to invite student’s contribution. | Explain the importance of lesson stages. | Unable to contribute anything to discussion on benefits of teacher elicitation |  |
| 8 | Supporting the development of writing skills using a process approach | Demonstrates ability to support the entire writing process from conceptualizing to drafting to editing to providing feedback to final product | Demonstrates an understanding of the writing process and the ability to support most steps in the process | Demonstrates only a limited understanding of the writing process and how to support it | Demonstrates no understanding of the writing process and/or shows no commitment to supporting learner writing |  |