LESSON ASSESSMENT TEMPLATE   THEORY (classroom environment)

Name of Candidate:	
Skill being assessed:	
Assessment Date:	
Place of Assessment:	
Industry context of lesson	[ ] Outdoor rec [ ] Public safety [ ] Industrial roping
Stated Lesson Time Frame	Actual time frame:
Start Time:	
Finish Time:	

<u>Note to assessor:</u>
The intent is to assess the performance of the candidate, and to confirm if competency has been achieved. Your assessment decision is to be based against explicit and measurable criteria and not against your personal preference of how the subject ought to be presented. You should not interrupt candidates during their presentation (unless imminent danger). Candidates must be advised of their assessment result at the end.

- **Pre-existing conditions and context for lesson…**

Note: Pre-existing conditions are to be agreed upon with assessor

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
1	<u>Student learning environment is agreed upon:</u> [ ] white board + markers + eraser? [ ] table + chairs? [ ] data projector? [ ] indoor facility? [ ] improvised outdoor 'classroom' environment + shade?		

2	<u>Scope of lesson:</u>
	[ ] target audience is specified:
	            [ ] recreational abseilers and/or canyoners?
	            [ ] recreational climbers?
	            [ ] recreational cavers?
	            [ ] trainee Guides?
	[ ] lesson plan is prepared - content is commensurate (appropriate) for the specified target audience demographic *(assessor sights & confirms lesson plan)*		

3	<u>Competency standards:</u> [ ] relevant training package is identified (eg SIS10) [ ] relevant units of competency are identified *Which specific units does the lesson material apply to?*		

- **Introduction phase of lesson…**

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
1	Self-introduction is given *(unless introductions had previously been done)*		
2	Lesson topic is identified		
3	<u>Discussion points:</u> [ ] Key points that will be discussed are identified [ ] Expected outcomes (objectives) of lesson are identified		
4	<u>Reason for learning is given:</u> [ ] Stated reason(s) motivates students to be attentive and receptive to learning [ ] Stated reason(s) is realistic for the industry context		
5	<u>Identify student conduct/role during lesson:</u> *What should students be doing during your lesson?* [ ] take notes? [ ] ask questions? [ ] refer to electronic files on device (eg laptop)? [ ] watch a video and then discuss? [ ] answer exam questions as information is presented?		

• Presentation of academic content (subject material)…

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
1	Lesson content: [ ] accurate information is given *(Note: Any inaccuracies that could lead to injury or death are grounds for automatic NYC. Other inaccuracies that are not immediately life threatening but in the manner stated could harm the credibility of the instructor are also grounds for an assessment result of NYC)* [ ] Scope of material is sufficient to fulfil the expected lesson outcomes (or stated objectives)		
2	Lesson structure: [ ] lesson content is presented in a logical and ordered sequence *(as opposed to a chaotic/random sequence)* [ ] important relationships are drawn among topics *(as opposed to no inter-relationship between topic points)*		
3	Control and delivery: [ ] presentation is controlled, positive and captures and maintains student attention [ ] lesson plan / prepared notes is used as a prompt to ensure logical flow and appearance of spontaneity *(glancing at lesson plan / prepared note is acceptable provided it is not obvious to students or causes noticeable pauses)* [ ] awkward pauses and/or long periods of silence are avoided [ ] humour is used at appropriate times		
4	Training aids: *Note: Training aids include; video, data projector, hand-outs, white board, props, etc.* [ ] training aids are appropriate and clearly benefit student learning [ ] more than one type of training aid is used to enhance student learning and understanding		
5	Application of information: [ ] information is relevant and appropriate for the students current work context/situation [ ] effective solutions to common and/or existing problems are given [ ] specific examples are given to enhance learning and to facilitate understanding		
6	Class interaction: [ ] questions are solicited to generate class interaction and involvement *(as opposed to a 'dry' presentation where all the lesson content flowed only in a one-way direction with no class involvement)* [ ] friendly social atmosphere maintained [ ] allowed time for class to think and answer questions *(as opposed to 'pouncing' on students before they have had time to absorb and understand the question!)*		
7	Use of voice and gestures: [ ] voice is effectively used at an appropriate volume *(voice wasn't a mono-tone or too difficult to hear)* [ ] use of body language and/or gestures clearly contributed to learning *(did not stare at one student or stare in one direction)*		

• Review the lesson…

1	Transition to end of lesson: [ ] the lesson moves into the closing phase in a way that is not obvious *(an obvious closing remark typically results in students switching-off, packing up and then leaving – ie the 'horse wants to bolt syndrome' – this must be avoided)*		
2	Content of lesson is summarised: [ ] key topics that were discussed are <u>briefly</u> reviewed [ ] key concepts are <u>briefly</u> reinforced		

3	Confirmation of learning:
	[ ] student learning is confirmed:
	        [] specific oral questions are asked?
	        [] quiz administered?
	[ ] questions are evenly directed to different students in the class
	(as opposed to targeting a single student with questions)		

4	Reason for learning: [ ] the value (reason for learning) of the lesson is reinforced [ ] application of learning to future sessions and/or tasks is identified *(when will students use this information?)*		
5	End of lesson: [ ] students are advised that the lesson has concluded [ ] next lesson will be?		

<u>Automatic NYC criteria:</u>

1. Inaccurate information that would lead to serious injuries of death
2. Technical inaccuracies that are <u>not insignificant</u>
3. Information presented would cause *considerable harm* to the reputation of the candidate or PACI.
4. Information presented is of a defamatory or discriminatory nature.
5. Content delivered did not fulfil the expected outcomes or stated learning objectives
6. Disorganised and/or chaotic lesson structure (if the lesson was presented in this manner to real clients – it would result in confusion)
7. <u>Significant</u> deviation from stated lesson time frame
8. Equipment design limits would be exceeded – triggering catastrophic system failure.

Qualitative impression of lesson delivery (mark an 'X' on the line)…

Poor   Average   Outstanding

<u>Assessor comments:</u>

Assessor name: _____

Assessor statement: *I declare that I observed a live presentation given by the candidate. I <u>did not</u> interfere with or subtly provide clues to steer the candidate toward a successful presentation covering all required lesson content. The presentation given was an example of the candidates current level of knowledge and understanding of the subject material and ability to present information in a coherent manner.*

Assessor signature: _____ Dated: _____

Candidate signature: _____ Dated: _____