

## Checklist for teaching assessment

<b>Engagement of faith perspectives</b>	
Is the teacher encouraging the students find God's perspective on the subject being taught?	
Are the students able to explain the connection between the topic studied, and the character / nature of God?	
Are the Scriptures being referred to in the lesson?	
Is the teacher helping the students to make a personal response to the 'God dimension', revealed through the topic?	
Is the teacher encouraging discussion about the faith dimension of the topic?	
Are the students able to discuss deeply their faith perspective as opposed to simply reflecting back the teachers' faith statements? i.e. are they being changed through 'heart knowledge' and not just 'head knowledge'?	
Are students <i>interested</i> in responding to the Christian dimension of the lesson?	
Is the teacher exhibiting a Christ-like manner in teaching, assessing, engaging and disciplining?	

<b>Quality of teaching</b>	
Are the students learning or just doing busy work?	
Is the student output of satisfactory standard?	
Do the students ask questions, collaborate and show initiative?	
Are the students following routines, rules and procedures well?	
Is the lesson learning-centred rather than being teacher focused?	
Is the teacher catering for different learning styles? <ul style="list-style-type: none"> <li>• auditory</li> <li>• visual</li> <li>• kinaesthetic</li> </ul>	

<b>Student progress</b>	
Are students progressing at an acceptable rate in the lesson?	
Are there extension options for more capable students?	
Are students in need of support able to access simpler activities?	
Is the teacher monitoring student understanding?	
Are teacher expectations of the students high enough?	

<b>Quality of logistics</b>	
Does the room display learning materials, posters, and book resources?	
Do the book resources and posters match to student attainment levels?	
Is the classroom effectively arrayed to maximize learning?	
Are there examples of student work, signs, scripture verses or posters on display, that reflect God's perspective on the topic being studied?	
Can students in the most remote part of the room see, hear and feel included in the lesson?	

<b>Assessment of student progress</b>	
Is there evidence of use of formative and not just summative assessment?	
Do students have opportunity for self-assessment?	
Do students have opportunity for peer assessment?	
Does the teacher use open-ended questions to gauge understanding?	
Does the teacher differentiate when assessing rather than expecting all students to produce identical standards?	
Is the teacher affirming and positive towards student output in the main?	
Is creativity and alternative ways of responding recognized?	

<b>Teacher's personal qualities</b>	
Does the teacher display Christian character?	
Appropriate personal presentation (dress, hygiene etc)	
Does the teacher have good relationships with principal and other staff members?	

<b>Teacher's professional qualities</b>	
Is curriculum and lesson planning to a professional standard?	
Is the lesson presentation engaging?	
Is the teacher a good communicator?	

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