FOUNDATION FOR
ED-EQUITY

CLASSROOM OBSERVATION – AUDIT REPORT

Facilitator:	**First Last**
Grade: **0**	Section: **X**

School: **Xxx**

Subject: **Xxx**
BLM: **Xxx**

Observation Date:	**Mmm DD, YYYY**

Type: **Informed / Uninformed (Recommended)**
HH:MM

Duration:

Remove '**Recommended**' if not applicable

Type of session = Assignment Solving, Concept Discussion, Activity, etc

Type of Session: **Xxx**

Interaction No.: **00**

Session No.: **00**

Interaction No. / Session No.
If not available: **—**
If not applicable: NA

Overall Score: **48.47%**

Overall Score' is Autogenerated

Segment Scores	
Score	**Segments**
23.81%	Concepts
9.83%	Delivery
7.50%	Language
7.33%	Facilitator-Student

Autogenerated
Autogenerated
Autogenerated
Autogenerated
Autogenerated

Parameter	Score	Out of	Weighted	Comments
				Concepts (50%)
1 **Concepts** (Makes no conceptual errors)	2	2	40.0%	The facilitator made no conceptual errors. She/he delivered the concept/s '_____', '_____', and '_____' accurately and clearly.
1 **Concepts** (Makes no conceptual errors)	1	2	20.0%	The facilitator made a conceptual error when delivering the concept '_____'. She/he said "_____." (TCR MM:SS) [_____.]
1 **Concepts** (Makes no conceptual errors)	0	2	0.0%	The facilitator made errors when delivering the following concepts. - For the concept '_____', she/he said "_____." (TCR MM:SS) [_____.] - For the concept '_____', she/he said "_____." (TCR MM:SS) [_____.] - For the concept '_____', she/he said "_____." (TCR MM:SS) [_____.]

No errors

One error

Two or more errors

OR

A base or major concept error

	Parameter	Score	Max	%	Description	Criteria
2	**Subject Language** (Uses correct subject language)	2	2	5.0%	The facilitator used the correct subject language throughout the session.	No errors
2	**Subject Language** (Uses correct subject language)	1	2	2.5%	The facilitator made a subject language error when she/he said "_____". (TCR MM:SS) *[_____.]*	One error
2	**Subject Language** (Uses correct subject language)	0	2	0.0%	The facilitator made subject language errors in the following instances. - She/he said "_____". (TCR MM:SS) *[_____.]* - She/he said "_____". (TCR MM:SS) *[_____.]* - She/he said "_____". (TCR MM:SS) *[_____.]*	Two or more errors

	Parameter	Score	Max	%	Description	Criteria
3	**Quality of Explanation** (Gives clear, lucid, logical, sequential, correct, age-appropriate, and complete explanations)	2	2	40.0%	All the explanations carried out by the facilitator were clear, lucid, logical, sequential, correct, age-appropriate, and complete. She/he explained the concepts '_____', '_____', '_____', and '_____' very well.	All explanations are clear, lucid, logical, sequential, correct, age-appropriate, and complete
3	**Quality of Explanation** (Gives clear, lucid, logical, sequential, correct, age-appropriate, and complete explanations)	1	2	20.0%	The facilitator gave an unclear / not lucid / illogical / nonsequential / incorrect / not age-appropriate, / incomplete / incorrect explanation when she/he said "_____." (TCR MM:SS) *[_____]*	One unclear/ not lucid / illogical / nonsequential / incorrect / not age-appropriate, AND/OR incomplete explanation

3	**Quality of Explanation** (Gives clear, lucid, logical, sequential, correct, age-appropriate, and complete explanations)	0	2	0.0%	The following explanations the facilitator gave were lacking. - She gave an _____ explanation when she said "_____." (TCR MM:SS) [_____] - She gave an _____ explanation when she "_____." (TCR MM:SS) [_____] - She gave an _____ explanation when she "_____." (TCR MM:SS) [_____]	Two or more unclear/ not lucid / illogical / nonsequential / incorrect / not age-appropriate, AND/OR incomplete explanations
4	**Rectification - Concepts** (Rectifies students' conceptual errors)	2	2	15.0%	The facilitator rectified all the conceptual errors made by the students. For example, - When a student said "_____," the facilitator rectified it by clarifying / explaining _____ **OR** the facilitator elicited the correct answer from this student / another student and then repeated the correct answer (____) herself. (TCR MM:SS) - When a student said "_____," the facilitator rectified it by clarifying / explaining _____ **OR** the facilitator elicited the correct answer from this student / another student and then repeated the correct answer (____) herself. (TCR MM:SS)	All errors rectified correctly
4	**Rectification - Concepts** (Rectifies students' conceptual errors)	1	2	7.5%	The facilitator did not rectify one conceptual error made by a student. A student said "_____." (TCR MM:SS) [_____.]	One error not rectified correctly
4	**Rectification - Concepts** (Rectifies students' conceptual errors)	0	2	0.0%	The facilitator did not rectify the conceptual errors made by the students in the following instances. - A student said "_____." (TCR MM:SS) [_____.] - A student said "_____." (TCR MM:SS) [_____.] - A student said "_____." (TCR MM:SS) [_____.] - A student said "_____." (TCR MM:SS) [_____.]	Two or more errors not rectified correctly
4	**Rectification - Concepts** (Rectifies students' conceptual errors)	0	2	0.0%	There was only one conceptual error made by the students in this session. A student said "_____." (TCR MM:SS) But this error was not rectified by the facilitator. [_____.]	Only one error was made but it was not rectified correctly
4	**Rectification - Concepts** (Rectifies students' conceptual errors)	NA	NA	0.0%	The students did not make any conceptual errors in this session.	Students did not make any conceptual errors
					• If a student said something wrong but the facilitator endorsed it or confirmed it, then this should be taxed in Concepts also. **• If a student makes a concept error during an activity and facilitator does not rectify this, this needs to be taxed. (However, if such rectifcation would hamper the flow of the activity, she is allowed to do this rectification after the activity.)**	

5	**Preparation - Content** (Is completely prepared to teach the session)	1	1	7.5%	The facilitator was well prepared to conduct the session.	Completely prepared
5	**Preparation - Content** (Is completely prepared to teach the session)	0	1	0.0%	The facilitator was not prepared to conduct the session as she/he _____. **OR** The facilitator was not prepared to conduct the session as - She/He _____ - She/He _____ - She/He _____	One or more instances of unpreparedness

• If a facilitator is not prepared with the content, it will be obvious. She/he will keep referring to the material frequently, will have problems answering questions, may not seem confident, etc.

6	**Resources** (Prepared with all resources required for the session in adequate quantity)	1	1	2.5%	The facilitator was prepared with all the necessary resources.	Prepared with all resources
6	**Resources** (Prepared with all resources required for the session in adequate quantity)	0	1	0.0%	The facilitator was not prepared with one resource. She/he _____. **OR** The facilitator was not prepared with the following resources. - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS)	One or more resources missing
6	**Resources** (Prepared with all resources required for the session in adequate quantity)	0	1	0.0%	The facilitator did not use one resource properly. She/He _____. **OR** The facilitator did not use the following resources properly. - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS)	One or more resources not used properly

Resources include (but are not limited to):
• Whiteboard, marker pens, textbook (chapter), worksheets, demonstration tools, ARTable kits, BMT kits, etc.
• Any other resources mentioned in the BLM/Open Sesameeee/lesson plan.
• Intangible items like SRM, assignments, questions, examples, etc. may also be looked at in this parameter.
• Tab, PC/laptop, projector, TV, etc.
• Media (images, videos, audio clips, PPTs, etc.)
• Use of PPT instead of writing everything on the board (as applicable)
• If a teacher is unprepared with a resource and has to run around to make it available, this will not be taxed under 'Time Utilisation'. However, if any time wastage goes beyond 5 minutes, the teacher will be taxed in the 'Time Utilisation' parameter.

| 7 | **Plan Adherence** (Delivers session in accordance with the Open Sesameee) | 1 | 1 | 50.0% | The facilitator followed the Open Sesameeee / lesson plan / day-wise plan completely. | Follows completely |
| 7 | **Plan Adherence** (Delivers session in accordance with the Open Sesameee) | 0 | 1 | 0.0% | The facilitator did not follow the Open Sesameeee / lesson plan / day-wise plan completely. She/he did / did not _____ though this was / was not mentioned in the day-wise plan. (TCR MM:SS) | Does not follow completely *(Mention the complete relevant information in the comment)* |

• The school is permitted to break down the Open Sesame into sessions. These session plans or Day-Wise Plans (DWP) will be shared with us.
• They cannot change the sequence of the Open Sesame steps. In essence, they have to follow the Open Sesame completely as it is.
• Please ask for these plans, if you do not have them.
• If you have written confirmation that the day-wise plan is not available, please mention this clearly in the comment.
• If you are unable to figure out which interaction / session is being taught, please raise a query to the school. Do not waste time in figuring out.
• If the day-wise plan is available but does not contain the required information or is not decipherable, please raise a query to the school. Do not waste time in figuring out.

| 8 | **Session Agenda** (Discusses the agenda at the beginning within 3 minutes) | 1 | 1 | 1.0% | The facilitator discussed all the agendas within 3 minutes at the beginning of the session. | Discusses all the agendas at the beginning within 3 minutes |

#	Criterion	Score	Max	Weight	Description	Summary
8	**Session Agenda** (Discusses the agenda at the beginning within 3 minutes)	0	1	0.0%	The facilitator did not discuss all the agendas at the beginning of the session. **AND/OR** She / He did not discuss the agendas with 3 minutes. She / He took _____ minutes.	Does not discuss all the agendas at the beginning **AND/OR** Does not discuss all the agendas within 3 minutes
8	**Session Agenda** (Discusses the agenda at the beginning within 3 minutes)	0	1	0.0%	The facilitator did not discuss the agendas of the session at all.	Does not discuss the agendas at all
9	**Learning Objectives** (Knows and understands the learning objective/s of the session and does not alter or amend the scope of the BLM)	1	1	10.0%	The facilitator did not miss any learning objectives. She did not alter or amend the scope of the BLM at any point in the session.	Does not miss any learning objectives AND Does not alter or amend BLM scope
9	**Learning Objectives** (Knows and understands the learning objective/s of the session and does not alter or amend the scope of the BLM)	0	1	0.0%	The facilitator missed the following learning objectives. - _____. (TCR MM:SS) [_____] - _____. (TCR MM:SS) [_____] - _____. (TCR MM:SS) [_____] **AND / OR** She altered or amended the scope of the BLM in the following instances. - _____. (TCR MM:SS) [_____] - _____. (TCR MM:SS) [_____] - _____. (TCR MM:SS) [_____]	Misses one or more learning objectives AND / OR Alters or amends BLM scope one or more times
10	**On Track** (Deals with all digressions prudently and keeps the class focused)	1	1	1.5%	The facilitator ensured that the session was on track by dealing with all digressions prudently.	Stays on track during the entire session
10	**On Track** (Deals with all digressions prudently and keeps the class focused)	0	1	0.0%	The session went off track in one instance. - _____. (TCR MM:SS) **OR** The session went off track in the following instances. - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS)	Goes off track in one or more instances
11	**Time Utilisation** (Effective utilisation of session time)	1	1	20.0%	The facilitator used the session time very effectively. She/he allocated enough time to every topic. She/he did not rush through any topic.	Every part/topic allocated enough time, no rushing

11	**Time Utilisation** (Effective utilisation of session time)	0	1	0.0%	The facilitator did not allocate enough time to the following topics/parts: - She did / conducted _____ for about 00 minutes. (TCR MM:SS to MM:SS) *[This was planned for 00 minutes in the day-wise plan.]* - She did / conducted _____ for about 00 minutes. (TCR MM:SS to MM:SS) *[This was planned for 00 minutes in the day-wise plan.]* - She did / conducted _____ for about 00 minutes. (TCR MM:SS to MM:SS) *[This was planned for 00 minutes in the day-wise plan.]*	One or more parts/topics not allocated enough time

• A session must be planned well so that every topic/part is allotted adequate time
• If proper commencement and conclusion of session is not done, that is not to be taxed in this parameter.
• If a topic is not taught at all, even if it was mentioned in the agenda, then this will not be taxed in this parameter. Marks will be reduced in the 'Session Agenda' parameter.
• In the *[square brackets]*, please mention why allocated time was not enough.

12	**Philosophy** (Follows the core spirit and policies that are laid down)	1	1	5.0%	The facilitator followed the philosophy in the entire session.	Follows the philosophy for the entire session
12	**Philosophy** (Follows the core spirit and policies that are laid down)	0	1	0.0%	The facilitator did not follow the philosophy in one instance. - _____. (TCR MM:SS) *[_____]* **OR** The facilitator did not follow the philosophy in the following instances. - _____. (TCR MM:SS) *[_____]* - _____. (TCR MM:SS) *[_____]* - _____. (TCR MM:SS) *[_____]*	Does not follow in one or more instances *[In square brackets, mention how and which philosophy was violated]*

• Gender bias, religious neutrality, etc. to be checked in this parameter.

13	**Conclusion** (Summarises the session effectively with respect to each learning point)	1	1	2.5%	At the end of the session, the facilitator revised the learnings of the entire session and ended the session on a positive note.	Revised the learnings of entire session

#	Criteria	Score	Max	%	Description	Notes
13	**Conclusion** (Summarises the session effectively with respect to each learning point)	0	1	0.0%	At the end of the session, the facilitator did not revise the learnings of the session. AND/OR At the end of the session, the facilitator did not revise all the learnings of the session. She missed _____, _____, _____, and _____. (TCR MM:SS) [_____]	Did not revise the learnings **OR** Revised only partially

Language (15%)

#	Criteria	Score	Max	%	Description	Notes
14	**Speaking Skills & Language**	2	2	80.0%	The facilitator had a voice that was clear and audible to all. All her/his pronunciations were correct. She/He modulated her/his voice well. Her/His speech tempo was suitable to the session. She/He spoke fluently without groping for words or using fillers. She/He spoke accurately without making any grammatical errors. She/He used age-appropriate language without any jargons.	No errors
14	**Speaking Skills & Language**	1	2	40.0%	The facilitator did not _____. (TCR MM:SS) *[_____]*	One error *(any one from - clear and audible voice, pronunciations, voice modulation, speech tempo, fluency, grammatical errors, age-appropriate language)*
14	**Speaking Skills & Language**	0	2	0.0%	The facilitator did not _____. (TCR MM:SS) *[_____]* She/He did not _____. (TCR MM:SS) *[_____]* She/He did not _____. (TCR MM:SS) *[_____]*	Two or more errors *(any two from - clear and audible voice, pronunciations, voice modulation, speech tempo, fluency, grammatical errors, age-appropriate language)* **OR** **3 or more grammar errors**

15	**Clarity of Instructions** (Gives clear instructions)	2	2	5.0%	All the instructions the facilitator gave were clear and easily understood by the students.	All instructions are clear
15	**Clarity of Instructions** (Gives clear instructions)	1	2	2.5%	The facilitator gave an unclear instruction when she/he said "_____." (TCR MM:SS) *[_____]*	One unclear instruction
15	**Clarity of Instructions** (Gives clear instructions)	0	2	0.0%	The instructions the facilitator gave lacked clarity in the following instances: - She/he said "_____." (TCR MM:SS) *[_____]* - She/he said "_____." (TCR MM:SS) *[_____]* - She/he said "_____." (TCR MM:SS) *[_____]* - She/he said "_____." (TCR MM:SS) *[_____]*	Two or more unclear instructions

• This parameter looks at all academic, non-academic / administrative, discipline-related, activity instructions, etc.
• However, session time should be purely for academic purposes only. Non-academic instructions should not be taken up during the academic session.
• Purely administrative instructions of up to 2-3 minutes are to be ignored. *(But if such instructions go on for too long, this should be taxed under 'Time Utilisation'.)*
• This parameter must not be confused with 'Quality of Explanation'

16	**Rectification - Grammar** (Rectifies students' conversational language errors and pronunciation errors)	2	2	15.0%	The facilitator rectified all the conversational language **and/or** pronunciation errors made by the students. For example, - A student said "_____." The facilitator rectified it by _____. (TCR MM:SS) - A student said "_____." The facilitator rectified it by _____. (TCR MM:SS)	All conversational language & pronunciation errors rectified
16	**Rectification - Grammar** (Rectifies students' conversational language errors and pronunciation errors)	1	2	7.5%	When a student said "_____," the facilitator did not correct this grammatical error. (TCR MM:SS) *[_____.]* **OR** When a student mispronounced the word '_____', the facilitator did not correct this. (TCR MM:SS)	One conversational language/pronunciation error not rectified
16	**Rectification - Grammar** (Rectifies students' conversational language errors and pronunciation errors)	0	2	0.0%	The facilitator did not rectify the conversational language errors students made when they said the following. - "_____." (TCR MM:SS) *[_____.]* - "_____." (TCR MM:SS) *[_____.]* - "_____." (TCR MM:SS) *[_____.]* - "_____." (TCR MM:SS) *[_____.]* **AND/OR** Also, the facilitator did not rectify the students' errors when they mispronounced the words '_____' (TCR MM:SS), '_____' (TCR MM:SS), '_____' (TCR MM:SS), and '_____' (TCR MM:SS).	Two or more conversational language/pronunciation errors not rectified
16	**Rectification - Grammar** (Rectifies students' conversational language errors and pronunciation errors)	NA	NA	0.0%	The students did not make any conversational language or pronunciation errors in this session.	Students make no conversational language/pronunciation errors

• Give the context or explanation wherever required. Especially when the error in the quoted text is not obvious or may be misunderstood.

Facilitator-Student (15%)

17	**Student Engagement** (Ensures maximum number of students are engaged)	1	1	10.0%	Most of the students were engaged for the better part of the session. They were attentive and interested in the session. (0 students were visible in the video throughout the session.)

17	**Student Engagement** (Ensures maximum number of students are engaged)	0	1	0.0%	Many students were unengaged, but the facilitator did not do much to engage them. For example, - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) (0 students were visible in the video throughout the session.)

Five or more instances of students not being engaged

• Look for whether students are attentive and interested

18	**Student Participation** (Ensures maximum students are participative)	1	1	5.0%	Most of the students were participative for the better part of the session. The facilitator ensured that they were involved in all the discussions and activities. The students also responded willingly. (0 students were visible in the video throughout the session.)

up to four instances of students not being participative

18	**Student Participation** (Ensures maximum students are participative)	0	1	0.0%	Very few students were participative in the session. Most of the students were not participative, but the facilitator did not do much to involve them in the ongoing discussions and activities. (TCR MM:SS, MM:SS, MM:SS, MM:SS, MM:SS, MM:SS and MM:SS) (0 students were visible in the video throughout the session.)

Five or more instances of students not being participative

• Teacher must get students involved in discussions and activities so that students respond willingly with little or no probing

19	**Listen and Respond** (Listens carefully and patiently to students and responds properly)	1	1	10.0%	The facilitator listened patiently and carefully to all the students. She/He responded properly to all the students as necessary.

Listens to **ALL** students and responds properly (and **does not** encourage chorus speaking/answering at all)

19	**Listen and Respond** (Listens carefully and patiently to students and responds properly)	0	1	0.0%	The facilitator did not listen to the students in the following instances. - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS) **AND/OR** She/He did not respond to students properly in the following instances. - A student said "_____," the facilitator responded "_____." (TCR MM:SS) - A student said "_____," the facilitator responded "_____." (TCR MM:SS) - A student said "_____," the facilitator responded "_____." (TCR MM:SS) **AND/OR** There were instances of chorus answering in the session. Due to this, she/he was unable to listen properly and respond when the students answered in chorus. (TCR MM:SS, TCR MM:SS, TCR MM:SS, and TCR MM:SS)	Does not listen to students one or more times **AND/OR** Does not respond properly one or more times **AND/OR** Encourages chorus speaking/answering **two** or more times

• This parameter only looks at whether a teacher is listening to all students and responding to them. The correctness of her/his responses will NOT be taxed here.
• If a teacher is not taking contributions from students who are raisings their hands, this will be taxed here.
• **When taxing a teacher here, ensure that the teacher noticed/heard the student in question. If student was not in teacher's line of sight or inaudible, teacher cannot be taxed.**
• **If a student just raises his/her hand without saying anything and the facilitator does not give them a chance to speak, say - '... facilitator did not acknowledge...' Do not say '... did not listen'.**
• Chorus reading/answering will be taxed under this parameter. When doing so, this will be clearly mentioned in the comments.
• Chorus reading/answering is to be discouraged for the most part. However, in an offline session, if 3-4 students of a cluster are asked to read/answer together, that is fine. But, in an online session, any type of chorus reading/answering is to be discouraged.
• If there was chorus answering, please add this part to the comment – 'There were instances of chorus answering in the session. Due to this, she/he was unable to listen properly and respond when the students answered in chorus.'

#	Criterion				Description	Note
20	**Encourages Doubts** (Encourages students to ask questions)	1	1	10.0%	The facilitator encouraged the students to ask questions throughout the session.	Encourages all the time
20	**Encourages Doubts** (Encourages students to ask questions)	0	1	0.0%	The facilitator did not make any efforts to encourage the students to ask questions.	Does not encourage all the time
21	**Response to Doubts** (Responds to doubts correctly and ensures definitive clarification)	1	1	10.0%	The facilitator responded to all students' doubts correctly and definitively. The students' doubts regarding _____, _____, _____, and _____ were cleared properly.	Responds to all relevant doubts correctly
21	**Response to Doubts** (Responds to doubts correctly and ensures definitive clarification)	1	1	10.0%	The students asked only one doubt in this session – _____. (TCR MM:SS) The facilitator responded to it correctly and definitively.	If only one relevant doubt was asked and it was responded to correctly
21	**Response to Doubts** (Responds to doubts correctly and ensures definitive clarification)	0	1	0.0%	The facilitator did not respond correctly and definitively to the students' doubts in the following instances. - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS) [_____] - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS) [_____] - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS) [_____]	Does not respond to one or more relevant doubts correctly
21	**Response to Doubts** (Responds to doubts correctly and ensures definitive clarification)	0	1	0.0%	The facilitator said she/he would get back to the students in the following instances, but she/he did not do so in the session. - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS) - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS) - A student asked "_____?" The facilitator responded by saying "_____." (TCR MM:SS)	Responds to two or more relevant doubts with "I will get back to you"
21	**Response to Doubts** (Responds to doubts correctly and ensures definitive clarification)	NA	NA	0.0%	The students did not ask any doubts during the session.	If no doubts are asked
						• If the facilitator has not heard a student at all, then this will not be taxed here.
22	**Students' Understanding** (Checks for students' understanding by any method)	1	1	10.0%	The facilitator checked students' understanding by _____, _____, and _____. She/He made sure to remedy the situation when she/he sensed that the students had not understood something.	Checks students' understanding at least 2 times

#	Parameter				Description	Summary
22	**Students' Understanding** (Checks for students' understanding by any method)	0	1	0.0%	The facilitator did not make any efforts at all to check students' understanding. **OR** The facilitator checked students' understanding only once in the session. **AND/OR** She/He did not remedy the situation when students had not understood _____. (TCR MM:SS)	Does not check students' understanding at all **OR** Checks students' understanding only once **AND/OR** Does not remedy the situation

Various methods of checking students' understanding (including but not limited to):
• Quizzing
• Entry and exit tickets
• Riddles
• 321 method (Ask for three new things you learnt, 2 things you liked, and one thing you did not like/understand)
• Ask the students to frame a question from the session that they would like to challenge their classmates with and then let the class answer it.
• Ask the students to summarise the story/reading material using a graphic organizer like a story map or a character analysis map.
• For Math, giving questions for practice and checking students' answers and asking various students to come up with the next steps of a question are considered as methods of checking understanding.

#	Parameter				Description	Summary
23	**Respects Students** (Avoids condescension or discrimination of any kind)	1	1	10.0%	The facilitator did not display any condescending or discriminatory behaviour while interacting with the students.	No instances
23	**Respects Students** (Avoids condescension or discrimination of any kind)	0	1	0.0%	The facilitator displayed condescending and/or discriminatory behaviour while interacting with the students in the following instances. - _____. (TCR MM:SS) - _____. (TCR MM:SS) - _____. (TCR MM:SS)	One or more instances

• Yelling on students will be taxed in this parameter.
• Snapping fingers at students is to be taxed here.
• Calling students by saying "*chuchuch*" is to be taxed.

#	Parameter				Description	Summary
24	**Board Work** (Presents neatly and clearly with correct fonts)	1	1	5.0%	All the board work the facilitator did was neat, clean, legible, and easily understood by the students.	All board work is neat, clean, legible, and easily understood
24	**Board Work** (Presents neatly and clearly with correct fonts)	0	1	0.0%	The facilitator's board work was not neat, clean, legible, and easily understood in some instances. _____. (TCR MM:SS) *[_____]*	Any part of the board work is not neat, clean, legible, and easily understood

24	**Board Work** (Presents neatly and clearly with correct fonts)	0	1	0.0%	The facilitator did not use the board at all. She could have used the board for _____. (TCR MM:SS) *[_____]*	Did not use the board at all
24	**Board Work** (Presents neatly and clearly with correct fonts)	NA	NA	0.0%	Board work was not required for this session.	Board work was not needed / not applicable
25	**Discipline** (Addresses disruption and negative behaviour promptly and properly)	1	1	10.0%	The facilitator maintained discipline by dealing with all disruptive and negative behaviour promptly and properly.	Deals promptly and properly with all instances
25	**Discipline** (Addresses disruption and negative behaviour promptly and properly)	0	1	0.0%	The facilitator did not deal with disruptive and negative behaviour promptly and properly in the following instances. - A student _____. (TCR MM:SS) - A student _____. (TCR MM:SS) - A student _____. (TCR MM:SS)	Does not deal promptly and properly with one or more instances
25	**Discipline** (Addresses disruption and negative behaviour promptly and properly)	NA	NA	0.0%	There were no instances of negative or disruptive behaviour in the session.	No instances of negative behaviour in the session
26	**Seating Arrangement** (Makes students sit in a way that leads to an effective session)	1	1	5.0%	The seating arrangement of the class was good. This led to an effective output of the session.	All students seated in a way that leads to effective output of activities, etc
26	**Seating Arrangement** (Makes students sit in a way that leads to an effective session)	0	1	0.0%	The seating arrangement of the class was good. However, some students were not seated properly. _____. (TCR MM:SS)	Not all students seated effectively, a few are left out
					• Seating arrangement also considers the facilitator's position in the classroom. (For e.g., the students may be seated optimally, but the teacher may be placed in a position that she is not visible or the activity she is doing is not visible properly.)	
27	**Learning Environment** (Creates a positive, energetic environment that leads to better facilitator-student rapport)	1	1	10.0%	The facilitator created a positive learning environment. She/He was easy to approach and addressed the students' needs and concerns.	Easy to approach, addresses students' needs and concerns
27	**Learning Environment** (Creates a positive, energetic environment that leads to better facilitator-student rapport)	0	1	0.0%	The facilitator did not seem easy to approach by the students. _____. (give evidence) (TCR MM:SS) She/He did not address their needs/concerns nor did she/he encourage them. _____. (give evidence) (TCR MM:SS)	Is not easy to approach, does not address students' needs and concerns
28	**Body Language** (Uses positive body language, gestures, & expressions)	1	1	2.5%	The facilitator displayed a positive body language. She used proper gestures and expressions. She had a helpful and inviting demeanour.	Displays all 3: Positive body language Gestures & expressions Helpful and inviting demeanour

28	**Body Language** (Uses positive body language, gestures, & expressions)	0	1	0.0%	The facilitator did not display a positive body language. She did not use proper gestures and expressions. Also, she did not have a helpful and inviting demeanour.	Does not display 1 or more of the 3: Positive body language Gestures & expressions Helpful and inviting demeanour
29	**Vitality** (Is motivated and displays a contagious enthusiasm and energy)	1	1	2.5%	The facilitator was energetic and motivated throughout the session. In turn, the students were also quite enthusiastic in the session.	Fully energetic and motivated
29	**Vitality** (Is motivated and displays a contagious enthusiasm and energy)	0	1	0.0%	The facilitator was moderately energetic and motivated in the session. **OR** The facilitator was not at all energetic or motivated in the session.	Lacks energy and motivation

What happened during the session:

• The facilitator covered the topics / concepts '_____', '_____', '_____', and '_____' in the session.

• She/He used _____, _____, _____, and _____ to conduct this session.

• She/He commenced the session by
• She/He
• She/He
• She/He

• She/He assigned the homework of

• She/He concluded the session by

Only the main things that occurred during the session.

(mention BLM folders, Assignment numbers, Video numbers, etc.)

If homework not assigned, remove this row

Highlights:

Any special / excellent / extraordinary / undesirable / objectionable thing that you observed.
(Put NA if no such observation was made)

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•
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Other Observations:

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Note:

• An IAR was generated previously for this session.   Delete if not required
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• The facilitator did not follow the 2-feet distance policy in one instance / some instances. (TCR MM:SS)   Delete if not required