

ERASMUS+ STRATEGIC PARTNERSHIP

FAB – FORMATIVE ASSESSMENT BENCHMARKING FOR FOREIGN LANGUAGE LEARNING&TEACHING IN
HIGHER EDUCATION

2015-1-PL01-KA203-016474

PEER OBSERVATION FORM

Date of the observation:	Name of the observed teacher:	Name of the observing teacher:
Language:	Level:	Number of students:
Subject of the lesson:	Plan of the lesson:	Main activities:

ELEMENTS OF FORMATIVE ASSESSMENT	YES / NO	Detailed comments (questions asked by the teacher, students' response, good practices)
1. Establishment of a classroom culture that facilitates learning		
Does the teacher create an atmosphere that facilitates active learning in his class?		
Does the teacher encourage the students to speak?		
Does the teacher encourage all the students to take part in all the activities?		

2. Establishment of learning goals, and tracking of individual student progress toward those goals.

Have the learning goals and contents been clearly defined?		
Does the teacher discuss with the students the communicative task and check if the goal of the activity has been achieved?		

3. Instruction methods adapted to students' needs

Does the teacher take into account individual differences of every student (their needs, strategies, learning styles, previous experience, etc.)?		
Does the teacher organise his/her class in such a way that students can be self-reliant and encourage them to reflect on what they are doing independently?		
Does the teacher make use of pair and group work?		
Does the teacher make use of self-assessment: the students are given opportunities to reflect on the work they have done in the course?		
Does the teacher make use of peer assessment – students assess each other's work?		
Do the activities offered by the teacher prepare students to use the language in specified communicative situations?		
Does the teacher provide enough time so that the students can get prepared to say		

something?		
Does the teacher give all the students equal opportunities to speak?		
4. Use of varied approaches to assessing student understanding.		
During the course, does the teacher check if the students have understood the material covered so far?		
Do the students know how to make an oral performance properly?		
5. Feedback on students' performance		
Does the teacher treat the students' language mistakes as a natural opportunity to teach more effectively?		
Does the teacher correct the students' mistakes in a way that motivates them to learn more?		
Does the teacher point out the students' strengths to them?		
Does the teacher provide feedback on what is correct and positive about the students' speaking?		
Does the teacher provide feedback on what a student needs to correct and work on in his / her speaking?		
Does the teacher provide detailed feedback and advice on how student's performance could be improved?		
6. Active involvement of students in the learning process		

Does the teacher try to make the students interested in the language he/she teaches?		
Does the teacher work towards making every student feel engaged in the process of learning a language?		

Any novel, innovative teaching strategies applied by the observee, which are worth disseminating. Please provide examples.

Any other comments and observations made by the observing teacher:

Signature of the observing teacher:

Signature of the observed teacher:

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