**Checklist for My Lesson Plan**

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| --- | --- |
| **Commentator Information** | |
| **Group:** |  |
| **Students’ Names:** |  |
| **Lesson Plan Information** | |
| **Subject:** |  |
| **Topic:** |  |
| **Level:** |  |

Domains to be reflected (Please √ in the appropriate box)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives / Topic** | | | | |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 1. The objectives contain relevant subject knowledge. |  |  |  |  |
| 1. Objectives show clear meaning. |  |  |  |  |
| 1. Learning outcomes not only address subject knowledge but also include other aspects. |  |  |  |  |
| 1. The topic appeals to students’ interest and or levels |  |  |  |  |
| **Theory and Educational Mission** | | | | |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 1. The lesson design is governed by educational mission/theory that concerns about learners’ learning and development |  |  |  |  |
| 1. The lesson design/activities suggest sound educational meaning |  |  |  |  |
| **Learning Tasks / Activities** | | | | |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 1. Learning tasks are planned for achieving the learning objectives. |  |  |  |  |
| 1. Learning stages suggest a good teaching sequence. |  |  |  |  |
| 1. Instructions are given clearly. |  |  |  |  |
| 1. Activities attempt to promote different interaction patterns. |  |  |  |  |
| **Teaching Materials, Resources, Instructional Tools** | | | | |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 1. Appropriate use of IT |  |  |  |  |
| 1. High-quality teaching materials |  |  |  |  |
| 1. Innovative use of teaching resources |  |  |  |  |
| **Assessment and Self-reflection** | | | | |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| 1. Assessment task(s) is/are effectively designed. |  |  |  |  |
| 1. Alternative assessment (other than traditional forms) is used to enhance student learning. |  |  |  |  |