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## The Cambridge English Delta assessment criteria for Planning, Teaching and the Reflection and Evaluation explained

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Here are the criteria with notes on each. They are based very closely on the document produced by Cambridge Assessment English.

If any are still unclear to you, you can post a question at [www.eltconcourse.com/contact/contact.html](http://www.eltconcourse.com/contact/contact.html) and we will try to help.

The criteria on the form are in black, **notes for you are in red.**

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### 5. Planning and preparation

Successful candidates have designed and presented a lesson plan and supporting documentation which:

- a) includes
- i. a brief general overview of the group of learners and the course

There are two parts to this: the group and the course. For both parts, only include things which are relevant to the **specified group and the lesson.**

The group:

You will probably need to state the group's level, mixes of levels within the group and other factors, such as general interests and needs as well as first languages. Only state things which have affected how you have planned the lesson.

The course:

Include factors **relevant to the lesson** such as the length of the course, the frequency the class meets, the number of teachers on the course and their roles, whether the course has compulsory or voluntary attendance, the focus of the teaching programme (for example, leading to an examination, EAP, ESOL, General English, specific ESP registers)

- ii. information about individual learners relevant to the lesson

Again, only include things which are **relevant to the lesson** and which have affected how you planned. These might include any special needs, L1, reasons for learning English, age, sex, interests, learning needs, level, ability in relevant skills / subskills, previous learning experience, attendance, motivation, learning preferences, relationship with others in the group, personal affective factors and so on. Do not state the obvious here.

- b) sets out clear and appropriate overall aims and learning outcomes for the lesson in relation to language systems and / or language skills and learner needs

There are several important words in this criterion:

*clear*

in language which gives the reader an accurate understanding of the aims / outcomes of the lesson

*appropriate*

to the learning context and the learners and with reference to what you said under 5a)

*language systems and / or language skills*

be explicit concerning how these aims are relevant to the learners' needs which you outlined in 5a).

- c) provides relevant analysis of target language or language skills

The important words here are *relevant analysis*.

The analysis you do here should not be copied across from the Background Essay but may draw on it. Here, you need to analyse only the areas of the system or skill(s) / subskill(s) specific to the targets of the lesson.

- d) outlines any relevant link(s) between this lesson and relevant aspects of preceding and subsequent lessons, and if relevant the course as a whole

This criterion explicitly refers to *relevant aspects of preceding and subsequent lessons*

For example, note here learners' demonstrated abilities in previous lessons, recycling, pre-teaching of skills and language prior to **this** lesson

State here what your planned follow-up work will be to extend the learners' understanding and ability to use the language / skills work in **this** lesson, and, where appropriate, to the interim and end goals of the course

e) states assumptions made about the learners' knowledge, abilities and interests relevant to the specific and learning outcomes of the lesson

The key phrase is *assumptions ... relevant to the aims and learning outcomes.*

Base this on what you know about the learners' abilities and prior knowledge drawn from the content of previous lessons and your contact with the group.

Refer explicitly to anything which bears on the learners' ability to engage with the lesson content, design, materials, approach and topic. Are there any personal or cultural factors that you have assumed, and do you have good grounds for assuming this?

f) anticipates and explains potential problems in relation to the lesson's aims and learning outcomes, the learners and the learning context, and the equipment, materials and resources to be used

Make sure here that you do both: *anticipate and explain.* Focus on:

- the lesson content: targets, topics, procedures, materials, equipment and resources, classroom dynamic etc.
- the target language or skill(s) referring to the analysis in 5c)

g) suggests appropriate solutions to the problems outlined in 5f

By appropriate here, Cambridge mean realistic and explicit. Do not be vague and generalised by stating, e.g., *I will explain ...* You need to say what you will explain and how you will explain it.

Your proposed solutions should also be realistic so don't propose doing something you can't do in the time available of with the group you are teaching.

The lesson's targets are not solutions.

h) describes suitably sequenced procedures and activities appropriate to achieving the stated overall aims and stage aims

Set this out in a grid so it is clear. For more on how to do this, see the guide to planning.

*describes ... procedure and activities*

Do this in sufficient detail to allow an observer judge in advance their probable effectiveness in progressing towards achieving the overall and stage aims and learning outcomes.

*suitably sequenced ... appropriate to achieving the stated aims and stage aims*

- which are logical and ensure that the lesson progresses towards achieving the aims and learning outcomes
- which include an outline of feedback procedures and an appropriate aim and / or learning outcome for each stage

i) states materials and / or resources to be used, which are appropriate to the teaching and learning context, the learners, the lesson aims and learning outcomes, and the time available, and includes a copy / copies of suitably presented materials sourced where necessary

*suitably presented*

Proofread your materials very thoroughly. Errors in what you give to students are unacceptable.

Make materials accessible and attractive.

*sourced*

Use conventional academic referencing, where it is required by copyright.

Include, where relevant, the original and adapted versions of materials.

j) assigns realistic and appropriate timing for each stage and / or group of stages in the procedure

*realistic*

Make sure you think about how long an activity will take **including** setting it up and getting the feedback you need.

*appropriate*

Think about the level of the class and a suitable pace. Do not plan to rush people but make sure the pace challenges rather than bores your learners.

k) includes a commentary, of between 500 and 750 words, which provides a clear rationale for the lesson plan with reference to learner characteristics and needs and the candidate's reading and research in their background essay

- Explain your reasons for choosing this target, the approaches and techniques, materials and resources, sequencing of stages, for these students in this learning context
- Refer to the analysis and discussion in the Background Essay
- Refer to the needs of the group and individual learners when explaining the choice of approach and materials / resources

Teaching

## 6. Creating and maintaining an atmosphere conducive to learning

Successful candidates demonstrate that they can effectively:

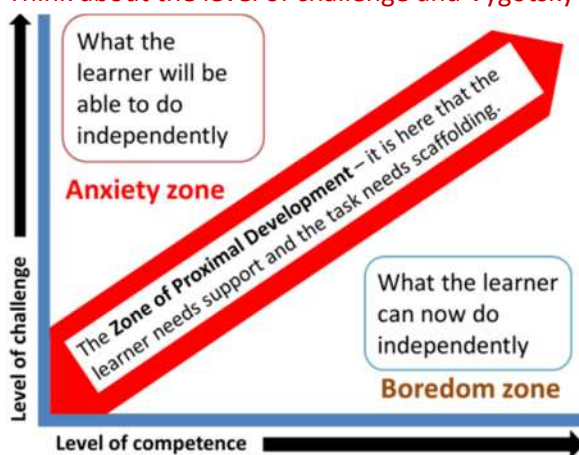
a) teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation

This means establishing and maintaining a positive teacher-student and student-student relationship, including considering dominant / weaker students, the level of challenge, special needs, differentiation, and other cognitive and affective issues

b) purposefully engage and involve learners

Keep people on target and make sure you are prepared to nominate and involve everyone. Do not rely on the most voluble, strongest or forthcoming.

Think about the level of challenge and Vygotsky's notion of the Zone of Proximal Development:



Make sure that materials do not stray into the areas of boredom or anxiety.

c) vary their role in relation to the emerging learning and affective needs of learners during the lesson.

Be alert to what you should be doing.

- Does anyone need your help?
- Are you interfering?
- Do you need to stop and explain something?
- Are people getting tired?

- Has an activity gone on long enough (whatever it says in the plan)?
- d) listen and respond appropriately to learner contributions.
  - Listen carefully so you know what people are actually contributing (not what you hope they are saying).
  - Incorporate learners' contributions whenever you can.

## 7. Understanding, knowledge and explanation of language and language skills

Successful candidates demonstrate that they can effectively:

- a) use language which is accurate and appropriate for the teaching and learning context

This criterion does not refer to the lesson's targets; it is about your language.

By appropriate is meant within the speech community in which you are teaching (specific varieties of English are acceptable if these are the norm in the context)

By accurate is meant avoiding pidgin English or oversimplifying to the point of unnaturalness. At lower levels, speak more slowly but maintain natural phrasing and use of contractions.

- b) adapt their own use of language to the level of the group and individuals in the group

You must make sure that everyone understands you and if that means paraphrasing, repeating and checking, then that is what you must do without unnecessary simplification.

- c) give accurate and appropriate models of language form, meaning / use and pronunciation

This is the reason you did the analysis in the essay and in the plan. Make sure the models you give both verbally and on materials are accurate, natural and relevant to the learners' needs.

- d) give accurate and appropriate information about language form, meaning/use and pronunciation and / or language skills / subskills

The information you give must be accurate, of course, but also appropriate to the level. Do not oversimplify but do not over inform.

- e) notice and judiciously exploit learners' language output to further language and skills / subskills development

- Listen actively and accept / reject learners' contributions sensitively.
- Be consistent.
- Correct, modify and exploit what the learners produce.
- Give constructive feedback.

## 8. Classroom procedures and techniques

- a) use procedures, techniques and activities to support and consolidate learning and to achieve language and / or skill aims

Plan procedures which are focused on your targets. Do not include anything that isn't, however much you (and your learners) enjoy it.

- b) exploit materials and resources to support learning and achieve aims

- Practise using your equipment. Now is not the time to learn.
- Do not use equipment just because it's there. It must be relevant and helpful.

- c) deliver a coherent and suitably varied lesson

Think carefully about transitions from phase to phase.

- How will you get everyone's attention?
- How will you signal that something is finished, and the next phase is beginning?
- How will you maintain the pace appropriately?
- How will you get the learners to notice the progression in what they are doing?

- d) monitor and check students' learning and respond as appropriate.

Be alert so you can notice what's being produced / done and select what's appropriate for further work. Do not chase red herrings.

Respond constructively to learners' language output. Don't be satisfied with "Good."

Use appropriate feedback techniques that match the nature of the task – product or process?

Be sensitive to the learners' difficulties. Learning a foreign language is stressful and sometimes threatening.

## 9. Classroom Management

Successful candidates demonstrate that they can effectively:

a) implement the lesson plan and where necessary adapt it to emerging learner needs

Keep your eye on the clock but do not be afraid to allow more time for something that turns out to be more challenging than you expected or cut short something that is clearly easy and finished.

b) manage the classroom space, furniture, equipment, materials and resources

You need to manage three things:

i. the lesson – content, tasks and activities

ii. the classroom space – grouping, furniture and the environment

iii. materials and equipment

c) set up whole class and / or group and / or individual activities, as appropriate

Plan your instructions making sure they are:

- Clear
- Checked if necessary
- Demonstrated if necessary
- Directed by nomination if necessary

d) ensure the learners remain focused on the lesson aims and the learning outcomes

Make sure that, from time to time, you remind the learners of the lesson's targets so that they understand and appreciate the relevance of techniques, procedures and activities used during the lesson.

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## 10. Reflection and evaluation

Successful candidates demonstrate that they can effectively

a) reflect on and evaluate their own planning, teaching and the learners' progress as evidenced in this lesson

Do not simply assert things. Refer to evidence from the lesson for what you say.

Consider the impact of:

- your planning
- procedures
- materials
- lesson staging

on the learning outcomes

b) identify key strengths and weaknesses in planning and execution

Be selective and identify those that had most impact on the achievement of aims and learning outcomes. Prioritise.

c) explain how they will (would) consolidate / follow on from the learning achieved in the lesson

Be explicit and avoid just suggesting more of the same. You need to say what, how and why.

This may be hypothetical, but you still need to do it.