| Observations | Level of proficiency |
| --- | --- |
|  | Low | Med | High |
| **Learning** |  |  |  |
| Has shown a good understanding of the objective as based upon instruction |  |  |  |
| Provided guidance is followed well |  |  |  |
| Has verbally demonstrated that they have good understanding of the task |  |  |  |
| Use prior knowledge for the task |  |  |  |
| Get an understanding of the working situation by assisting associating it in a way it is related to earlier knowledge and then demonstrating that |  |  |  |
|  |  |  |  |
| **Resources & Materials** |  |  |  |
| Books, notes, prepared materials, database |  |  |  |
| Experience, prior knowledge, education, trainings |  |  |  |
| Computers, boards, internet, notebooks |  |  |  |
| How environment has been organized in reference to the learning instructions  |  |  |  |
|  |  |  |  |
| **Resolution/ transfer**  |  |  |  |
| Providing organizing models and strategies; graphic organizers |  |  |  |
| Providing opportunity to learners to apply new learning and observe their performance |  |  |  |
| Providing performance assessments/feedbacks |  |  |  |
|  |  |  |  |
| **Final Checklist** |  |  |  |
| Has shown good understanding of the task and objectives as based upon instruction |  |  |  |
| Get an understanding of the working situation by assisting associating it in a way it is related to earlier knowledge and then demonstrating that |  |  |  |
| Computers, boards, internet, notebooks |  |  |  |
| How environment has been organized in reference to the learning instructions  |  |  |  |
| Providing organizing models and strategies; graphic organizers |  |  |  |
| Providing assessments/feedbacks |  |  |  |
|  |  |  |  |