

UNIVERSITY OF GHANA

UNIVERSITY BASIC SCHOOLS

ANNUAL ASSESSMENT FORM FOR FACILITATORS

Academic Year.....

PART 'A'. (To be completed by officer being assessed).

PERSONAL INFORMATION

Staff ID.....

Name of Facilitator.....

Sex.....

Department.....

Present Grade.....

Class/Subject Taught.....

Any Other School Responsibilities.....

Date of First Appointment.....

Academic or Professional Qualification.....

Ratings and their Interpretations

Rating	Interpretation	Score
Excellent	Always exceeds expectations, consistently completing more objectives than assigned with superior quality at the best performance possible.	5
Very Good	Always meets job requirements and often exceeds them and /or completes them with superior quality	4
Good	Always meets expectations and job requirements.	3
Satisfactory	Struggles to meet and does not always meet basic job requirements. Improvement is needed to maintain current position.	2
Poor	Does not meet basic job requirements and immediate improvement is needed for employment to continue.	1

PART 'B'. (To be completed by the Assessor (Deputy Head.))

Tick the rating that best describes the performance of the officer with regard to **specific competencies and class management practices**.

(a) Assessment of Competencies/Practices

1. LESSON PLANNING

CRITERIA	5	4	3	2	1
a. Develops term's scheme of work for teaching					
b. Follows term's scheme of work clearly and logically					
c. Plans lesson taking into account various levels of behavioral skills i.e. knowledge, understanding and application					
d. Develops good lesson notes and specifies evaluation task					
e. Shows resourcefulness and creativity in assembling instructional materials					
f. Submits lesson notes to meet deadlines					

2. LESSON PRESENTATION

CRITERIA	5	4	3	2	1
a. Introduces lesson based on relevant previous knowledge and skills					
b. Uses sound principles of teaching and learning					
c. Makes teaching interactive by employing a variety of methods and techniques					
d. Uses time appropriately during lesson					
e. Has self confidence in teaching					
f. Uses a variety of teaching strategies to address various learning styles and needs					
g. Distributes questions fairly and handles learner/student responses and questions well					
h. Distributes learning tasks fairly					
i. Organizes practical work, projects, demonstrations and investigations very well					
j. Uses instructional materials effectively e.g. white board, text books etc.					
k Topics taught conform to syllabus					
l Concludes lessons effectively e.g. summarizes, reviews main points etc.					
m Achieves stated objectives					

3. KNOWLEDGE OF SUBJECT MATTER

CRITERIA	5	4	3	2	1
a. Demonstrates knowledge of the subject matter and teaches it effectively					
b. Can adapt subject matter taught to the level of learners/students					
c. Has positive attitude towards subject taught and encourages same in learners/students					
d. Explains topics to learners/students understanding					

4. CLASSROOM CLIMATE

CRITERIA	5	4	3	2	1
a. Makes learners/students feel accepted					
b. Reflects attitudes that all learners/students can learn					
c. Creates conducive environment for learning					
d. Ensures classroom is clean and orderly					
e. Maintains good relationship with learners/students					

5. EVALUATION OF LEARNER ABILITY

CRITERIA	5	4	3	2	1
a. Determines learner's/student's need through questioning and other means during the lesson and at the end of the lesson					
b. Employs appropriate means of evaluating learners/students achievement at the end of the lesson e.g. assignments and further reading					
c. Ensures that learners/students are able to analyze issues and apply their knowledge to both theoretical and practical problems.					
d. Marks learner's/students' work promptly and accurately and provides feedback					
e. Records learners'/students' progress accurately and regularly					
f. Makes effective use of School-Based Assessment records for remedial purposes and for learner's/student's improvement					
g. Develops appropriate tests and assignments and awards grades fairly					

6. PUNCTUALITY AND ATTENDANCE

CRITERIA	5	4	3	2	1
a. Attends classes regularly					
b. Punctual to School					
c. Stays till end of School					
d. Punctual to School					
e. Stays till end of School					

7. RELATIONSHIPS AND CO-CURRICULAR ACTIVITIES

CRITERIA	5	4	3	2	1
a. Initiates or contributes to clubs and other co-curricular activities e.g. health & wellness programmes					
b. Works well with other staff and colleagues					
c. Relates professionally with parents					
d. Participates in assemblies and other school gathering					
e. Participates in workshops/trainings					
f. Relates professionally and cordially with students					
g. Participates in meetings					

SUMMARY OF SCORES

NO.	QUALITY BEING ASSESSED	SCORE
1	LESSON PLANNING	
2	LESSON PRESENTATION	
3	KNOWLEDGE OF SUBJECT MATTER	
4	CLASSROOM CLIMATE	
5	EVALUATION OF LEARNER ABILITY	
6	PUNCTUALITY AND ATTENDANCE	
7	RELATIONSHIPS AND CO-CURRICULAR ACTIVITIES	
OVERALL SCORE		

INTERPRETATION OF SCORES

Excellent
225-200

Very Good
199-160

Satisfactory
149-100

Poor
Below 100

TRAINING AND DEVELOPMENT NEEDS (Assessor to Comment)

i. With reference to the job description/key tasks, what competencies /skills does the facilitator needs to improve upon?

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ii. What specific training would you recommend to enable him/her acquire the competencies needed?

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ANY OTHER COMMENTS (Please feel free to use extra sheets):

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Name of Appraiser

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Signature of Appraiser

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Rank of Appraiser

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Date

DECLARATION BY FACILITATOR

I certify that this evaluation report has been discussed with me and my comment is that the report is (Please Tick)

Accepted

Not Accepted

If “Unaccepted” give reasons:

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Signature

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Date

HEAD OF SCHOOL’S COMMENT ON ASSESSMENT

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Name of Head of School

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Date