

## **Evaluation criteria for the practice of conductive education (KPGY), education (OPGY, TPGY) and educative rehabilitation (PRGY)**

1. **Planning of educative activity (task list, activity, development, training session etc.) and analysis of the implementation:** planning of adequate goals, tasks, methods (educative, training and conductive educative: e.g. articulated intention planting (its algorithym, regularity, age-appropriateness, speed, saying together etc.), their conscious selection, implementation and realization in line with the age, abilities and needs of the child, as well as with the programmes of the daily agenda and the peculiarities of the fields of culture; application of professional terms; realization of learning within the playing activity;
2. **Leadership and governance of task list / activity / learning embedded in playing / training session:** resolution of unexpected situations, cooperation with the group, making use of the potentials in social learning, realization of conduction: positioning; organisation, solution methods; prevention; repetition; raising awareness of the application of what has been learnt; motivation to speak; modes of sitting; correction of position; raising awareness of the modes of solving tasks and teaching self checking;
3. The application of **conductive educational / methodological knowledge** and the principles of conductive education / pedagogy, shown through specific examples, the emergence of concentration between the fields of education, the role of the task list and related activities in the process of teaching how to act; the realization of the integrated educational programme;
4. **Supporting learning:** motivation, process and implementation of activation, creating a relaxed environment through the implementation of activity, development of skills, use of aesthetic and appropriate equipment and furniture, support of independent learning, shaping self sufficient activity; facilitation (quality, quantity);
5. **Personal development:** individual treatment / consideration of special individual properties, planning and organising methods of differentiation, their implementation and realization;
6. **Supporting the formation of a group of children into a community,** development, application of cooperative techniques, cooperation, mutual respect, acceptance, teamwork, contacts (with adults, children, students);
7. Példaértékű **kommunikáció,** a feladatok közlése, magyarázat, a gyerekcsoport életkori, kognitív képességeinek és mozgásállapotának figyelembevételével;  
  
Exemplary **communication,** communication of tasks, explanation, consideration of the age, cognitive abilities and mobility levels of the children in the group;
8. **Evaluation** through a variety of pedagogical assessment methods, application of individually customized evaluation methods, provision of clear, objective and regular feedback.

Below 60% - fail  
61-70% - passed  
71-80% - satisfactory  
81-90% - good  
91-100% - excellent