**Teaching Demonstration Rubric**

Name of presenter:

Demonstration Topic:

Please rate the teaching demonstration based on the following criteria. Note that you are likely to check boxes across the ratings for a given criteria especially for the teaching methods, and interacting with students criteria. Write the average or most representative score in the far right column for each criteria.

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| **Criteria** | **Excellent** | **Satisfactory** | **Needs Improvement** | **Not Acceptable** | **Your Score and** **comments** |
| Topic and related objectives | * Topic is suitable for given amount of time and level of knowledge of the audience
* Identified an adequate number of relevant and measurable objectives.
 | * Topic is suitable for given amount of time and level of knowledge of the audience
* Identified too many or too few relevant and measurable objectives.
 | * Topic is either not suitable for given amount of time or level of knowledge of the audience.
* Identified too many or too few objectives which may not be relevant or measurable
 | * Topic is not suitable for given amount of time and level of knowledge of the audience.
* Specific objectives were not identified.
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| Clarity and organization of demonstration | * Demonstration is framed in the beginning with explicit reference to (a) measurable objectives, (b) relevant student and (c) instructor activities in the session and associated formative and/or summative assessments.
 | * Demonstration is framed in the beginning with explicit reference to (a) measurable objectives, (b) general tasks planned for the session and (c) some associated formative and/or summative assessments.
* The tasks or the assessments do not seem relevant to the objectives.
 | * Demonstration is framed in the beginning with explicit reference to some objectives and general activities planned for the session.
* The activities do not seem relevant and no assessments are indicated.
 | * Demonstration is framed in the beginning with a list of topics that will be covered in the session.
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| Teaching methods  | * Teaching strategies and assessments were aligned to the objectives
* Students’ prior knowledge levels were either assessed explicitly or assumptions were articulated in demonstration framing.
* Smooth transitions between different parts of the lesson.
* Used appropriate activities to create teacher/student and/or student/student interaction
* Regular comprehension checks ranging from low-level recall to higher-order thinking skills.
 | * Teaching strategies and assessments methods used were appropriate to the objectives.
* Students’ prior knowledge levels on the topic were implicitly assumed correctly but not articulated in the beginning.
* Transitions between different parts of the lesson were somewhat clear.
* Used few activities to create teacher/student and/or student/student interaction but did not rely on lecture only
* Regular comprehension checks mostly targeting lower order thinking skills.
 | * Teaching strategies or assessments methods were not aligned to the objectives.
* Students’ prior knowledge levels on the topic were assumed incorrectly.
* Transitions between different parts of the lesson were not clear.
* Used a few activities to some teacher/student interaction
* Very few comprehension checks mostly targeting lower order thinking skills.
 | * Teaching strategies and assessments methods were not aligned to the objectives.
* Students’ prior knowledge levels on the topic were not considered.
* It was difficult to follow the lesson.
* No activities were used to create interactivity.
* No comprehension checks.
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| **Criteria** | **Excellent** | **Satisfactory** | **Needs Improvement** | **Not Acceptable** | **Your Score****and comments** |
| Interaction with Students | * Provided several opportunities for students to formulate and ask questions
* Paused to give students time to respond to questions
* Affirmed student responses and encouraged students who struggle to respond
* Was patient, used inclusive language, and modeled respectful written and oral communication
 | * Provided some opportunities for students to formulate and ask questions
* Mostly paused to give students time to respond to questions
* Affirmed student responses
* Was generally patient and respectful while interacting with students.
 | * Provided very few opportunities for students to formulate and ask questions
* Did not pause for students to respond to questions.
* Did not acknowledge student responses
* Was generally respectful while interacting with students.
 | * Did not provided any opportunity for students to formulate and ask questions
* Did not ask student questions
* Was impatient and eager to move on with the content and sometimes disrespectful while interacting with students.
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| Use of technology\* Indicate types of technology used:  | * Appropriate use of technology that does not distract from learning.
* The rationale for technology use is clearly discussed and integrated into the goals of the class session discussed at the beginning, and the technology is used seamlessly.
 | * Use of technology was somewhat appropriate, with instances where the technology distracted from learning.
* The rationale for technology use is merely mentioned at some point during the demonstration, but the technology is used seamlessly.
 | * Use of technology is poor with several instances where the technology is a distraction to learning.
* The rationale for technology use is not provided at any time during the demonstration and the technology is not used seamlessly.
 | * Use of technology is seems unnecessary for this session and can hinder students learning.
* The rationale for technology use is not provided at any time during the demonstration and the technology is used poorly.
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| Delivery and Presentation | * Clear and audible speech
* Assertive and confident
* Good eye-contact
* Noticeable enthusiasm
* Good body language
* Attire appropriate for the classroom
 | * Mostly clear and audible speech,
* Mostly assertive and confident,
* Some eye-contact,
* Noticeable enthusiasm
* Attire appropriate for classroom,
* Good body language.
 | * Somewhat clear and audible speech
* Somewhat confident, but may be lacking assertiveness,
* Somewhat enthusiastic
* Attire not appropriate for classroom
* Poor body language
 | * Unclear and/or inaudible speech
* Not confident or assertive
* Lacks enthusiasm
* Inappropriate attire
* Poor body language.
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**Additional Notes/Comments:**