**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. |  |
| 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. |  |
| 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. |  |
| **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. |  |
| 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. |  |
| 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. |  |

**Additional Notes/Comments:**