

# Kids Online Rubric

Domain	Element	Indicator	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
Engagement			<i>Little effort to encourage student engagement and participation is evident as a consequence of some combination of the following:</i>	<i>Uneven and inconsistent effort to encourage student engagement and participation is evident as a consequence of some combination of the following:</i>	<i>Frequent effort to encourage student engagement and participation is evident as a consequence of some combination of the following:</i>	<i>Consistent efforts to encourage student engagement and participation is evident as a consequence of some combination of the following:</i>
	<b>Building Rapport</b>	<ul style="list-style-type: none"> <li>• Greeting / Closure</li> <li>• Name use</li> <li>• Active listening</li> <li>• Use of personal information</li> <li>• Relationship with parent</li> </ul>	The teacher makes little to no attempt to build a connection, or fails to include an (appropriate) introduction, closure, or name use.	The teacher makes some attempt to build a connection and displays some attentiveness to the student's interests and personality	The teacher frequently attempts to build a connection with an appropriate introduction/closure and consistent name use, and demonstrates attentiveness toward the student's interest and personality	The teacher consistently attempts to establish and maintain a personal connection with the student throughout the lesson, implements an appropriate closure/introduction, and makes use of personal information to facilitate a connection with the student
	<b>Positive Learning Environment</b>	<ul style="list-style-type: none"> <li>• Attentive</li> <li>• Patient</li> <li>• Smiling</li> <li>• Encouraging</li> <li>• Enthusiastic</li> <li>• Energy level</li> <li>• Maintain student focus</li> <li>• Active</li> </ul>	There are little to no attempts by the teacher to create a positive learning environment	There are some attempts by the teacher to create a positive learning environment	There are frequent attempts by the teacher to create to create a positive learning environment throughout the class that encourages student's participation and motivation in the lesson	The positive learning environment is consistent throughout the observation, appears authentic and attempts to motivate and encourage the student's engagement and learning
	<b>Non-Verbal Communication</b>	<ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul>	There are little to no displays of non-verbal communication	There are some displays of non-verbal communication	There are frequent displays of non-verbal communication used to enhance engagement, learning, and communication	There is a context-specific use of non-verbal communication used to enhance success in multiple domains (Learning/Engagement/Communication)

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	<b>Lesson Delivery</b>	<ul style="list-style-type: none"> <li>• Fun delivery of lesson content</li> <li>• Makes connections between aspects of the environment (self, student, lesson characters, lesson content)</li> <li>• React and adapt</li> <li>• Memorable moments</li> </ul>	There is little to no attempt to bring the lesson material to life. Lesson delivery is repetitive	There is some attempt to bring the lesson material to life	Teacher brings lesson material to life through fun and engaging techniques	By bringing the lesson material to life, the teacher is able to create a memorable interaction which appears authentic and spontaneous
	<b>Praise</b>	<ul style="list-style-type: none"> <li>• General</li> <li>• Specific</li> <li>• Reward system</li> </ul>	There is little to no attempt to praise the student for achievements in the lesson	Teachers gives some and/or inappropriate praise	Teacher frequently praises the student for achievements in the lesson using both general and specific praise	Teacher consistently and appropriately praises the student for achievements in the lesson using both general and specific praise
<b>Learning</b>			<i>Opportunities for student learning are impeded as a consequence of some combination of the following:</i>	<i>Some opportunities to engage in effective learning is evident as a consequence of some combination of the following:</i>	<i>The student has a broad range of opportunities to engage in effective and successful learning as a consequence of some combination of the following:</i>	<i>Students are provided with opportunities to extend beyond their existing knowledge, as evident through a combination of the following.</i>
	<b>Correction and Feedback</b>	<ul style="list-style-type: none"> <li>• Specific/focused</li> <li>• Timing (immediate/delayed)</li> <li>• Self-correction</li> <li>• Written feedback</li> </ul>	There is little to no corrective feedback given for major errors	Provides some corrective feedback with little variety OR ineffective techniques are used to provide corrective feedback.	Demonstrates an awareness of when to provide appropriate corrective feedback and does so with variety for almost all major errors	Encourages and facilitates self-correction and utilizes a range of correction techniques to extend learning
	<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Elicitation</li> <li>• Modeling</li> <li>• Transcending</li> <li>• Extending</li> <li>• Think time</li> <li>• Questioning</li> </ul>	At most uses one teaching strategy	Uses little variety of teaching strategies, or the strategies used are often inappropriate to the lesson and/or student.	Uses some variety of strategies and the strategies are almost always appropriate to the lesson and student.	Uses a variety of strategies that are always appropriate to the lesson and student.

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	<b>Student Production</b>	<ul style="list-style-type: none"> <li>• Prompt full-sentences</li> <li>• Balance of TTT vs STT</li> <li>• Follow-up / language extension questions</li> </ul>	Makes little to no effort to facilitate student production	Demonstrates some effort to facilitate student production to the appropriate level	Makes frequent effort to facilitate student production using a range of techniques to the appropriate level	Teacher consistently facilitates student production using a range of techniques, and makes efforts to extend, transcend, or reinforce where appropriate
<b>Classroom Management</b>			<i>Ineffective use of online environment impedes learning, through some combination of the following:</i>	<i>Use of online environment is not an impediment to learning but does not enhance it, through some combination of the following:</i>	<i>The online environment functions smoothly and efficiently, through some combination of the following:</i>	<i>The online environment functions seamlessly and facilitates practices within other domains through some combination of the following:</i>
	<b>Online Environment</b>	<ul style="list-style-type: none"> <li>• Presentable, professional dress</li> <li>• Plain, non-distracting, background</li> <li>• Appropriate location</li> <li>• Clear lighting</li> <li>• Camera-ready</li> <li>• Center position in video</li> </ul>	No effort evident in at least one or more indicators OR there is noticeable room for improvement in more than two indicators	Efforts appear to have been made, but there is still room for improvement in one or two indicators	All indicators of online environment are met	All indicators of online environment are met, and additional care and attention to detail is evident
	<b>Classroom Tools</b>	<ul style="list-style-type: none"> <li>• Chat pod</li> <li>• Note pod</li> <li>• Arrow</li> <li>• Drawing tools</li> <li>• Dice</li> <li>• Timer</li> </ul>	There are little to no attempts by the teacher to use classroom tools and/or only one tool is used	The teacher demonstrates some use of classroom tools with little variety	Teacher frequently and effectively uses a variety of classroom tools	Teacher is able to effectively use classroom tools to enhance success in multiple domains (Learning/Engagement/Communication)
	<b>Staging and Timing</b>	<ul style="list-style-type: none"> <li>• Pacing / Timing</li> <li>• Verbal transitions</li> <li>• Lesson flow (smooth vs. rushed, skipping)</li> <li>• Change slides to correct activity</li> </ul>	The teacher ineffectually navigates the lesson with inappropriate lesson pace, transitions, and lesson flow	The teacher navigates the lesson using inconsistent and uneven lesson pace/transitions/lesson flow	The teacher navigates the lesson with a frequently appropriate lesson pace, transitions and lesson flow	The teacher maximizes lesson time and utilizes effective verbal transitions between slides. The lesson flow is consistently appropriate based upon observed student difficulties

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	<b>Difficult Situations</b>	<ul style="list-style-type: none"> <li>• Technical Issues</li> <li>• Student (Mis)Behavior</li> </ul>	The teacher makes little to no effort to resolve difficult situations and/or the teacher responds inappropriately	The teacher makes some effort to respond to/resolve difficult situations in an appropriate manner	The teacher responds appropriately to difficult situations and makes clear efforts to resolve the situation	The teacher responds to difficult situations in a manner that is befitting of best practices, and when necessary, implements a variety of methods to resolve the observed situation.
<b>Communication</b>			<i>Communication is inaccurate, unclear and unsuitable to the student level, through some combination of the following:</i>	<i>Communication is sometimes accurate/clear/ appropriate to the student level, through some combination of the following:</i>	<i>Communication is frequently accurate/clear/ appropriate to the student level, through some combination of the following:</i>	<i>Communication is consistently accurate/clear/ appropriate to the student level, through some combination of the following:</i>
	<b>Instruction Giving and Explanations</b>	<ul style="list-style-type: none"> <li>• Clear and concise</li> <li>• Repeat/rephrase/simplify instructions</li> <li>• Knowledge of activities</li> <li>• Knowledge of target language</li> <li>• Accuracy and clarity</li> <li>• Concept / instruction checking questions</li> </ul>	Frequently unclear explanation or instructions, and/or instructions are off-task and evidently fail to capture the demands of the lesson plan or target language	Some instances of student confusion due to unclear explanation or instructions, and conduct of activity does not always accurately correspond to the lesson plan	Instructions and explanations are frequently clear, accurate, within the boundaries of the lesson plan and appropriate for the student level	Instructions and explanations are consistently given in a clear and accurate manner to support student success and are appropriately tailored to the student's level
	<b>Teacher Output</b>	<ul style="list-style-type: none"> <li>• Speaking speed</li> <li>• Word choice</li> <li>• Pronunciation</li> <li>• Grading of language</li> <li>• Accuracy</li> <li>• Learner awareness</li> </ul>	There is little to no appropriate teacher output and/or teacher output is not appropriately graded to the student level	There are some instances of appropriately graded language	Teacher output is frequently accurate and appropriate for the student	Teacher output is consistently appropriate for the student