

PDEV6800Y Micro-teaching Assessment Rubric
The Hong Kong University of Science and Technology (Guangzhou)

Criteria		Excellent (E)	Competent (C)	Developing (D)
Lesson Plan	Course Information and Rundown	The lesson plan included all the necessary information about the course and the topic to teach. The rundown is clear with explicitly defined purposes; what to cover; and how to cover for each time session.	The lesson plan included some information about the course and the topic to teach. The rundown is somewhat clear with purposes; what to cover; and how to cover for each time session.	The lesson plan lacked information about the course and the topic to teach. The rundown is unclear about the purposes; what to cover; and how to cover for each time session.
	Intended Learning Outcomes (ILOs)	The lesson plan included two well-articulated learning outcomes that followed the ABCD model with a clear structure of <i>behavior, condition, and degree</i> .	The lesson plan included one clear learning outcome that followed the ABCD model with the structure of <i>behavior, condition, and degree</i> .	The lesson plan included a vague learning outcome(s) that doesn't follow the ABCD model.
	Active Learning Strategies (ALS)	The lesson plan integrated two active learning strategies throughout the lesson. Both ALS are suitable to achieve the ILOs.	The lesson plan integrated one active learning strategy throughout the lesson. The ALS is suitable to achieve the ILOs.	The lesson plan integrated active learning strategies throughout the lesson, but the ALS are not suitable to achieve the ILOs.
	Constructive Alignment	The learning outcomes, learning activities, and learning assessment are constructively aligned for the 50-min tutorial.	The learning outcomes, learning activities, and learning assessment are somewhat aligned for the 50-min tutorial.	The learning outcomes, learning activities, and learning assessment are not aligned for the 50-min tutorial.
Teaching Demonstration	Organization	The goals and instruction of the activity were clearly articulated and followed a logical process.	The goals and instruction of the activity were somewhat explained and followed a logical process.	The goals and instruction of the activity were unorganized .
	Materials/ Tools	The instructor selected and used appropriate materials, visuals, equipment, and tools to successfully deliver the active learning activity.	The instructor selected and used somewhat appropriate materials, visuals, equipment, and tools to adequately deliver the active learning activity.	The instructor selected and used materials, visuals, equipment, or tools that hindered the smooth delivery of the active learning activity.
	Engagement	The instructor effectively engaged the students and provide appropriate guidance and keep students on task.	The instructor somehow engaged the students and provide some guidance and keep students on task.	The instructor did not engage the students and did not keep students on task.
	Communication	Demonstrates high language proficiency , clear articulation , and adapts effectively to various audiences.	Communicates effectively with good language proficiency . Struggles slightly with complex language structures during presentations.	Basic communication skills evident but needs improvement. Language proficiency is limited , causing potential misunderstandings. Verbal presentations lack clarity.