

SG8001 Teaching Students: First Steps - Assessment Rubrics

Criteria	Fail	Adequate	Good	Excellent	Score
Content	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) or Assessment Tasks (ATs) is/are not stated; content is erroneous or irrelevant.</p> <p>The audiences are not engaged or motivated to think and participate</p>	<p>Intended learning outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are stated; content is accurate but not always relevant.</p> <p>The audiences are not engaged</p>	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are clearly stated; content is accurate and relevant.</p> <p>The audiences are engaged in the learning activities for achieving the intended learning outcomes.</p>	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are vividly stated; content is accurate, thorough, and directly on point;</p> <p>The audiences are engaged actively in the learning activities for achieving the intended learning outcomes.</p>	<p>Score: /8</p>
Organization	<p>Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.</p> <p>Presentation falls well outside set time parameters; ILOs, TLAs and ATs are presented in a wrong sequence and inappropriate proportion of time is allocated.</p>	<p>Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.</p> <p>Presentation falls slightly outside set time parameters; ILOs, TLAs and ATs are presented in a correct sequence but inappropriate proportion of time is allocated.</p>	<p>Identifiable structure is present and consistently executed with few statements out of place.</p> <p>Presentation meets set time parameters; ILOs, TLAs and ATs are presented in a correct sequence and appropriate proportion of time is allocated.</p>	<p>Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.</p> <p>Presentation makes full, effective use of time and stays within time parameters; ILOs, TLAs and ATs are presented in a correct sequence and good proportion of time is allocated</p>	<p>Score: /4</p>
Interaction with Students	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p> <p>Teacher ignores or brushes aside students' questions or interests.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p> <p>Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>Teacher successfully accommodates students' questions or interests.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p> <p>Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.</p>	<p>Score: /4</p>

<p>Language</p>	<p>The student usually makes response-oriented and limited use of English and may minimally address some requirements of a simulated teaching activity. Responses contain many inaccuracies in vocabulary, grammar, and pronunciation. Frequent and extended self-corrections and hesitations or pauses occur as student tries to find adequate lexical and grammatical forms. Consistent errors in production and frequent breakdowns occur, resulting in limited intelligibility.</p> <p>Student may generate sentence-length utterances which are reactive in nature and can elicit simple information with different types of questions, but when tasked with performing a higher level function or topic obvious difficulty expressing and linking ideas and using appropriate verb tenses is evident.</p>	<p>The student has demonstrated that he or she can use English fluently in a simulated teaching activity, although frequently it may be strained, tentative or hesitant. It is adequately intelligible and grammatically correct and tends to be produced in the equivalent of short paragraphs, with evident use of literal translations and self-corrections. The student can use different language functions but control of aspect and some grammatical structures may be weak.</p>	<p>The student has demonstrated a high degree fluency in a simulated teaching activity, although occasionally it may be strained, tentative or hesitant. They demonstrate sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement.</p>	<p>The student is fully fluent and accurate with no demonstration of error patterns in basic structures, although she or he may make sporadic errors, particularly in less-used structures or in high-frequency, complex structures, but not distracting to a native interlocutor nor interfering with communication.</p>	<p>Score: /4</p>
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*This rubric is adapted partially and modified based on the University of Southern Mississippi oral communication rubric, the Rubrics for Enhancing Professional Practice: A Framework for Teaching from ASCD and ACTFL Proficiency Guidelines 2012 and SG8002 Rubrics.