

## SG8001 Teaching Students: First Steps – Assessment Rubrics

Criteria	Fail	Adequate	Good	Excellent	Score
<b>Content</b>	Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) or Assessment Tasks (ATs) is/are not stated nor aligned; content is erroneous or irrelevant.	Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are stated and aligned in general; content is accurate but not always relevant.	Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are clearly stated and aligned; content is accurate and relevant.	Intended Learning Outcomes (ILOs), Learning & Teaching Activities (LTAs) and Assessment Tasks (ATs) are vividly stated and constructively aligned; content is accurate, thorough, and directly on point.	Score:  /8
<b>Organization</b>	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.  Presentation falls well outside set time parameters; ILOs, LTAs and ATs are presented in a wrong sequence, and inappropriate proportion of time is allocated.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.  Presentation falls slightly outside set time parameters; ILOs, LTAs and ATs are presented in a correct sequence, but inappropriate proportion of time is allocated.	Identifiable structure is present and consistently executed with few statements out of place.  Presentation meets set time parameters; ILOs, LTAs and ATs are presented in a correct sequence, and appropriate proportion of time is allocated.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.  Presentation makes full, effective use of time and stays within time parameters; ILOs, LTAs and ATs are presented in a correct sequence, and good proportion of time is allocated	Score:  /4
<b>Engagement with Students</b>	Relies on a narrow range of instructional strategies. Methods are often ineffective in engaging students, leading to low interest.	Uses a limited range of instructional strategies. Some methods may engage students, but there are periods of low interest.	Regularly uses a variety of instructional strategies to engage students. Methods are effective in maintaining student interest.	Consistently employs a variety of instructional strategies that actively engage all students. Uses innovative and creative methods to maintain high levels of interest.	Score:  /4

<p><b>Language</b></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 of fluency in a simulated teaching activity, although occasionally it may be strained, tentative or hesitant. S/he demonstrates sufficient accuracy, clarity, and precision to convey his/her intended message without misrepresentation or confusion. His/her 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 s/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:</p> <p>/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.