VALUMMEL INSTITUTE OF TEACHER EDUCATION, MOOLANKAVE

Rubrics for assessing Performance in Teaching

	Area	4 (Expert)	3 (Proficient)	2 (Need Improvement)
		Planning and Preparation		
1	**Clarity of the Objectives**	# Maximum Clarity	# Optimum Clarity	# Minimum Clarity
2	**Proper Analysis of the content**	# Sufficient, Relavent and Proper Analysis	# Adequate Analysis of the content	# Limited Analysis of the content
3	**Creativity and Novelty in Learning Activity**	# Highly Creative and Novel Learning Activity	# Moderatly Creative Learning Activity	# Creativity was Tapped with the help of Teacher
4	**Sequencing**	# Done Properly	# Moderate Sequencing	# Tried to Sequence but Failed miserably
5	**Follow up**	# Suitable Follow up Activity was given and	# Follow up Activity was given	# Follow up activity was not Suitable
		Introduction		
6	**Interesting**	# Creation of a Puzzling situation # Connecting with Previous Knowledge	# Using a good Strategy like Story, Questions, Narration, AV Aids etc.	# Using Plain Narration or Expalnation or Questioning
7	**Motivating**	# High	# Sufficient	# Average
		Developmental Activity		
8	**Construction of Knowledge**	# Using Strategies like Discussion, Observation, Classification, Problem solving Etc	# Promoting enquiry and thinking	# Students have some confusions and asks for clarifications
9	**Learning Materials**	# Sufficient and Relavent Materials	# Limited Materials but adequate	# Limited Materials and inadequate
10	**Task Structuring**	# Proper Structuring # Smooth Progression, note taking	# Proper Structuring but no Smooth Progression due to the complex task	# No Proper Structuring & progression but Clarifies doubts
11	**Scaffolding**	# Proper and Timely Scaffolding	# Sufficient Scaffolding	# Average Scaffolding
		Teacher directions and involvement		
12	**Clarity**	# Clear and Specific Instruction	# Instruction was Clear but not Specific	# Casual Instruction
13	**Aim**	# Clearly stated aims of activity	# Casualy Stated Aims of activity	# Aims of activity were only Mentioned
14	**Learning Task Familiarising**	# Unambigous task Familiarasation	# Task was explained. Students know what to do	# Task was Presented by oral presentatin only
15	**Instructional Cards**	# Neat and self explanatory	# Neat but not self explanatory	# Instruction cards with only essential points
16	**Learning Material Familiarising**	# Unambigous and proper familiarisation	# Proper Familiarisation by explanation before presentation	# Familiarised by showing the Materials before presentation
17	**Grouping**	# Clear Directions #Appropriate Techniques	#Appropriate Techniques but Less Clarity	# Steriotypic Techniques and Directions
		Class Management		
18	**Time Management**	# completed in stipulated time	# Completed the activity but much early	# Prelonged and busy completion
19	**Grouping**	# Groups was done with minimum dislocation	# Grouping was done with some dislocation	# Grouping with complecated techniques
20	**Student Participation**	# All students were encouraged to participate by assigning well defined roles	# All students were encouraged to participate but roles were not assigned	# Participation of students ensured by teacher appeals or strict warning
21	**Taking Notes**	# Student recorded the essential things without teacher support	# Student recorded the things with teacher support	# teacher gave essential notes after the activity by reading
22	**Teacher Confidence**	# Confident and Energetic and charging confidence to students	# Confident but could not radiate the confidence to students	# Confident but lacked enthusiasm
23	**Voice**	# Audible voice with proper modulation	# Audible voice without proper modulation	#Average voice, no Modulation
24	**Subject Competency**	# High	# Good	# Average
		Consolidation		
25	**Consolidating Technique**	# Proper Techniques by considering the ability of the Student	# Sufficient but teacher supported to present works	# Improper and insufficient consolidation
26	**Questionning**	# Thought Provoking	# Average Questions	# Simple Questions