

Name of the Teacher: Banitha

Topic: Nonverbal History of India

RUBRICS FOR PRACTICE TEACHING EVALUATION

Criteria	Outstanding 4	Proficient 3	Satisfactory 2	Poor 1	
Objectives	Clearly visualized, maximum coverage of all domains	Objectives listed in the order of hierarchy	Objectives identified, but not listed in the order of hierarchy	Objectives are ignored, not systematically arranged	3
Content analysis	Major and minor concepts identified, arranged in order of hierarchy	Major and minor concepts recognized and systematically arranged	Concepts are listed but lack coherence in arrangement	Ambiguity in identification of concept & improper arrangement	3
Lesson plan	Descriptive nature, attractive, include all ingredients	Descriptive nature, sequential and include essential ingredients	Lesson plan is brief, not comprehensive, include ingredients	Lesson plan not narrative, disorganized and vague	3
Introduction	Highly motivating, interesting and innovative device, testing of prerequisite	Use appropriate device, connecting prerequisite	Interesting, devise not appropriate, integrated with prerequisite	Fails to create enthusiasm, no link with prerequisite	3
Developmental activities (group)	Excellent grouping strategy, creating necessity for a group work, most appropriate to content.	Variety grouping strategy, orientation to group work, appropriate to content.	Disturbance free grouping strategy, providing orientation to group work, suitable to content	Lack of grouping strategy, do not provide orientation before work, inappropriate to content.	3
Developmental activities (individual)	Highly structured and challenging, content and age appropriate	Structured and moderately challenging, content appropriate	Challenging and structured, content suitable	Poorly structured, not challenging, inappropriate to the content	3
Learning aid/resources	Innovative, attractive, illustrative, low cost, explored well to teach content	Variety of learning aids, content appropriate, used maximum to strengthen instruction.	Learning aids are good, content appropriate, used at minimum level to illustrate the concept.	Preparation of learning aid not suitable to the content, poorly structured not attractive and inappropriate use.	3
consolidation	Consolidated with chart/BB, clarity of concept, brevity, all activities are properly consolidated	clarity and brevity in consolidation, with the participation of students	Consolidated using BB, brevity, no participation of students, concepts are clear to some extent	All activities are not consolidated, most of the concepts are not clear to students	3
Teacher behaviour	Movement gestures are very good, subject mastery excellent voice audible with modulation	Movement gestures are good, subject mastery above average, voice audible.	Movement gestures appropriate, subject mastery average voice audible but not modulation	Movement gestures are not up to level, the subject mastery poor voice not audible.	3
Class management	Promoting attending behavior, maintaining self discipline, proper reinforcement.	Enhancing attending behavior, teacher involved discipline, occasional reinforcement.	Seeking attending behavior, imposed discipline, providing reinforcement.	Not sensitive to students unrest, poor management, chaos in class room	3
Follow up activity	Extension of the content taught, challenging, life & community related	Use local resources, motivating, book oriented.	Not challenging, bookish and monotonous	Purely content based, not challenging and trivial.	3

- Introduction was interesting, checked the Previous knowledge
- Lesson plan was brief.
- Major and minor concepts was explained
- Developmental activities was given.
- Videos was shown to clarify the content-
- Learning aids was economical.
- Teacher gestures was good.
- Proper class management was created
- Black board was used
- Consolidation using black board
- Follow up activities was interesting