

Basic Teaching Skills Rubric

Criteria	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Classroom English	The use of classroom English is unclear, inconsistent, or inappropriate for the level of learners. Communication is hindered.	Classroom English is generally clear but may lack variety or be inconsistent in tone. Learners may occasionally struggle to understand.	Classroom English is clear, varied, and appropriate for the level of learners. Communication is effective, enhancing the learning experience.	Classroom English is exceptionally clear, precise, and engaging. It consistently supports effective communication and student comprehension.
Voice and Intonation	Voice and intonation are monotonous, hindering engagement and comprehension.	Voice and intonation are generally clear but may lack variation. Learners may struggle to stay engaged.	Voice and intonation are varied and appropriate, enhancing engagement and understanding.	Voice and intonation are dynamic, capturing learners' attention and facilitating comprehension effectively.
Pace of Language and Activities	Pace is too fast or too slow, impeding understanding. Transitions between activities are abrupt.	Pace is generally appropriate but may be inconsistent, leading to occasional confusion. Transitions are somewhat smooth.	Pace is consistently appropriate, facilitating understanding and maintaining engagement. Transitions between activities are mostly smooth.	Pace is perfectly calibrated, promoting effective learning and seamless transitions between activities.
Giving Instructions	Instructions are unclear, overly complex, or confusing. Learners struggle to follow directions.	Instructions are generally clear but may lack precision, leading to occasional confusion.	Instructions are clear, concise, and effectively guide learners through activities.	Instructions are exceptionally clear, precise, and accessible, ensuring optimal understanding and engagement.
Checking Questions with Instructions	Fails to check understanding with questions related to instructions.	Occasionally checks understanding with questions but may not effectively address learner comprehension.	Consistently checks understanding with questions related to instructions, adjusting as needed.	Expertly uses questions to assess and confirm understanding, ensuring clarity and addressing any confusion promptly.

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Checking Questions with Vocabulary and Grammar	Fails to check understanding of vocabulary and grammar effectively.	Occasionally checks understanding of vocabulary and grammar but may not address learner difficulties comprehensively.	Consistently checks understanding of vocabulary and grammar, adjusting explanations as needed.	Expertly uses questions to assess and confirm understanding of vocabulary and grammar, providing additional support where necessary.
Steps of the Lesson	Demonstrates a lack of awareness of lesson structure, making it difficult for learners to follow the progression.	Demonstrates some awareness of lesson structure, but transitions between stages may be unclear.	Demonstrates clear awareness of lesson structure, guiding learners smoothly through each step.	Demonstrates an exceptional understanding of lesson structure, seamlessly guiding learners through each step with clarity and purpose.
How Activities are Set Up and Run	Activities are poorly organized or lack clear instructions, causing confusion among learners.	Activities are somewhat organized, but there may be occasional confusion or lack of clarity.	Activities are well-organized and clearly explained, facilitating learner engagement.	Activities are expertly organized and explained, promoting optimal learner engagement and participation.
Modeling (Demonstrating) Activities	Demonstrations are unclear, incomplete, or ineffective in conveying the task.	Demonstrates activities adequately, but there may be occasional gaps or inconsistencies.	Demonstrates activities clearly, providing a helpful model for learners.	Expertly demonstrates activities, offering a clear and comprehensive model for learners to follow.
Modeling Language (Giving Examples)	Examples are unclear, irrelevant, or insufficient in illustrating the language point.	Provides examples that are generally clear but may lack variety or depth.	Provides clear, varied, and relevant examples that effectively illustrate the language point.	Provides exceptionally clear, diverse, and relevant examples that enrich learners' understanding of the language point.