

**CLASSROOM
INSTRUCTIONAL TECHNIQUE
ASSESSMENT RUBRIC**

Instructor: _____
 Performance Objective: _____
 Period | Classroom: _____
 Date: _____

DID THE INSTRUCTOR...	Not Yet 0	Needs Improvement 3	Developing 3.75	Skilled 4.5	Extending 5
1 ...prepare the classroom/training area?	not set up	set up, but did not meet the needs of the class	set up, but non-conducive to learning	planning stages show sound and thorough judgement	excellent planning and prep prior to class starting
2 ...organize all lesson material?	not organized	fairly organized	well organized	very well organized	well laid out; easily accessible
3 ...set up and test instructional media?	not completed	set up, but not tested	set up and tested, did not make required adjustments	set up and tested, made necessary adjustments	set up and tested, positioned equipment correctly
DID THE LESSON INTRODUCTION...					
4 ...state what the trainees would be learning?	not stated	not clearly stated	stated but mundane	clearly stated	clearly stated w/ enthusiasm
5 ...indicate why the lesson is important?	not stated	not clearly stated	stated but mundane	clearly stated	clearly stated w/ enthusiasm
6 ...indicate where the lesson can be applied?	not stated	not clearly stated	stated but mundane	clearly stated	clearly stated w/ enthusiasm
7 ...briefly introduced the main teaching points?	not stated	not clearly stated	stated but mundane	clearly stated	clearly stated w/ enthusiasm
WITHIN THE BODY OF THE LESSON WAS/WERE...					
8 ...explanations clear and concise?	confusing word choice used	explanations too short or too long	most explanations were clear and concise	very good explanations that make an impact	excellent explanations, relevant to the real world
9 ...important points emphasized?	not emphasized	stressed some key points	stressed key points completely	stressed key points successfully	stressed key points using various methods
10 ...trainees' comprehension level met?	no	level too lower/high	proceeded too quickly or too slowly through stages	progressed at effective rate	progressed at steady rate, reviewing when necessary
11 ...verbal support elements (CREST) used?	none used	overuse of one element	moderate use of more than one elements	adequate use of all elements	effective use of all elements to support lesson
12 ...information delivered in a logical sequence?	no	not all stages delivered in a logical order	effective sequence	stages well developed with smooth transitions	order designed to fit the learners level and rate
13 ...alternate methods of instruction incorporated?	no	attempted; not conducive to learning	little or excessive class participation or interest	adequate level of class participation centered around the lesson	effective level of mental and physical participation; conducive to learning
14 ...brief confirmations included after each stage?	no	ineffectively administered	confirmations too short or too long	varied confirmation methods	confirmation methods were varied and interesting
15 ...effective questioning techniques used?	no	rarely used more than one technique	varied questions, but not effective questioning process	appropriate use of questioning techniques	multiple techniques used; interesting, thought-provoking questions
16 ...questions sufficiently answered?	no	incomplete or inappropriate answers	adequate answers given	answers were well-phrased and complete	questions answered with ease; very knowledgeable
DID THE END OF LESSON CONFIRMATION...					
17 ...use a creative confirmation activity?	none used	creative, but not appropriate	create, but too short or too long	creative and promotes learner feedback	unique and encourages further learning
18 ...confirm the main points of the lesson?	no	delivered with some confusion	delivered with minor difficulties	effectively delivered	precisely delivered
19 ...inform cadets of their results and progress?	no	some feedback provided	focused only on positive or negative feedback	feedback adequately reflects progress	feedback delivered effectively
DID THE LESSON CONCLUSION...					
20 ...restate the aim of the lesson?	not stated	stated without emphasis	effectively stated	enthusiastically stated	clearly and concisely stated
21 ...summarize the main points?	no	not all key points covered	key points covered without enthusiasm	stressed key points successfully	restate key points with enthusiasm
22 ... provide necessary remediation?					
23 ... stated next class/lesson?	no	completed, but too short or too long	effective remediation	clearly and firmly stated	enthusiastically and thoroughly delivered
OVERALL EFFECTIVENESS - DID THE INSTRUCTOR...					
24 ...maintain order and class control?	no	at times	maintained order and discipline throughout	effective supervision	supervises firmly and fairly
25 ...maintain professionalism - bearing and deportment?	no	at times	maintained throughout lesson	professional standards met during entire lesson	displayed high standard
26 ...speak clearly and audibly?	no	at times	often throughout lesson	concise and clear throughout entire lesson	polished and confident speaker
27 ...give eye contact?	no	focused on one area of the classroom only	often throughout lesson	appropriate level of eye contact used	eye contract used to maintain attention throughout lesson
28 ...finish the lesson within the time parameter?	no	10 minutes over or under allotted time	timings met but lesson was rushed	timings met; appropriate timings for each stage	precise timings were met
29 ...avoid controllable distracting mannerisms?	no	mannerisms became distracting	very few mannerisms visible	effective ability to control mannerisms	no distracting mannerism visible
30 ...provide feedback to the cadets? (Praise or Correction)	no	some feedback given	exhaustive feedback given, either positive or negative	feedback adequately reflects performance	creative delivery of feedback emphasizing strong points
31 ...use appropriate vocabulary?	vocabulary choice limited	overuse of certain words	appropriate word choice	age appropriate vocabulary	sophisticated and age appropriate vocabulary
32 ...display self-confident?	no	lacks self-confidence or is over confident	confident during portions of the lesson	confident and at ease in front of the class	inspires respect from learners
WRITTEN LESSON PLAN...					
33 ...information matches QSP/CTP and references?	no				yes
34 ...follows the standard lesson plan format?	no				yes
35 ...provides clear instructions for classroom setup?	no				yes
36 ...divides the main teaching points into stages?	no				yes
37 ...includes confirmation for each stages?	no				yes
38 ...includes an end of lesson test/activity?	no				yes
39 ... is neat and legible?	no				yes
40 ...use the lesson plan effectively?	not used	too dependent	appropriately used	used to confirm each stage	used lesson plan for reference only, ensuring success
COLUMN TOTALS					
SUBTOTAL					
				TOTAL MARK	/ 200

Delivery of Instruction

Positive aspects of the Lesson

Points to Develop

Comments on Instructional Guide

Comment on Use of Training Resources / Instructional Media

Comments on use of What training aids were used, were they effective/ineffective, and why?

End of Lesson Confirmation / Test / Activity

Action Plan

Follow-up

EVALUATOR SIGNATURE: _____
DATE:

INSTRUCTOR SIGNATURE: _____
DATE: