

# TEACHER FOR A DAY TEACHING RUBRIC – Version 1.25

**PRESENTER:** \_\_\_\_\_

**PRESENTATION DATE:** \_\_\_/\_\_\_/\_\_\_

Opening question or Opening Task clearly and effectively helps students bridge previous learning to the concept you are about to present <i>(2 pts)</i>	Opening question or Opening Task is present but is not easily understood, only somewhat effective or does not effectively bridge previous knowledge to your topic <i>(1 pt)</i>	Opening question or Opening Task is wholly inefficient, absent, or completely fails to bridge previous learning to your concept <i>(0 pts)</i>
One and ONLY one main concept for your students to understand is clearly and concisely presented to your students during your introduction <i>(2 pts)</i>	One main concept for your students to understand is present but it is unclear, difficult to understand or presented too late or out of context <i>(1pt)</i>	One main concept for your students to understand is absent, is inappropriate or is completely different from the concept you present to your students <i>(0 pts)</i>
You employ an effective learning style to assist your students (Visual, Audio, Tactile, Kinesthetic, etc...) <i>(2 pts)</i>	Your attempt to employ an effective learning style is only partially effective (Visual, Audio, Tactile, Kinesthetic, etc...) <i>(1 pt)</i>	You don't attempt to employ an effective learning style <i>(0pts)</i>
Your topic is entirely appropriate to the unit and you show a clear mastery of the material being taught <i>(4 - 5 pts)</i>	Your topic is tangential to our current unit and/or you show only a very general understanding of the material you are trying to teach <i>(2 - 3 pts)</i>	Your presentation shows a clear lack of understanding of your topic. It's pretty obvious that you threw it together much too quickly. <i>(0 pts)</i>
Your presentation is conducted smoothly with few if any interruptions. Stuttering, stammering and/or connector words are mostly or completely absent. <i>(2 pts)</i>	Your presentation has a few interruptions or stuttering, stammering and/or connector words are common. <i>(1 pts)</i>	Major breakdowns occur and/or your presentations suffers from a severe lack of preparation. Stammering, stuttering and/or connector words predominate <i>(0 pts)</i>
Your content is interesting and engaging. You clearly and convincingly hold the interest of your students and they are clearly engaged in learning the concept you want them to learn. <i>(3 pts)</i>	Your content is mostly engaging. You sometimes hold the interest of your students and they are sometimes engaged in learning the concept you want them to learn. <i>(2 pts)</i>	Your content is haphazard. Your students find it very difficult to follow your presentation and/or your class is completely disengaged <i>(1 pts)</i>
Your closing task is presented in a timely manner. Students have the opportunity to earnestly and honestly reflect on the one concept you are trying to relate <i>(2 pts)</i>	Your closing task is rushed or takes up too much of the lesson. Students have an opportunity to complete the assessment, but it is rushed or takes too long <i>(1 pts)</i>	Your closing task is absent or completely haphazard and/or students have no real idea of expectations and the closing task has no real value.
Your closing task shows clear thought and effort at assessing your students higher learning using evaluation and/or synthesis activities <i>(4 – 5 pts)</i>	Your closing task shows some thought and effort at assessing your students learning using analysis or application activities <i>(2 - 3 pts)</i>	Your closing task shows little thought and effort at assessing your students learning using comprehension or knowledge type activities <i>(0 - 1 pts)</i>
Your teaching exercise fits well in the time allowed (no more than minutes) <i>(2 pts)</i>	Your presentation runs too short (less than 5 minutes) or a bit too long (more than 10 minutes) <i>(1 pt)</i>	<b>PLEASE NOTE, Any presentation less than 3:30 FAILS.</b>

**SCORE:** \_\_\_\_\_ **EVALUATED BY:** \_\_\_\_\_