

RUBRIC FOR CONSTRUCTIVIST TEACHING

		Expert (A)	Competent (B)	Need Improvement (C)	Does not meet standards (D)
INTRODUCTION PHASE/ACTIVITY					
1	Interesting	Connecting with previous knowledge& using puzzling situation, improvised apparatus, role play, interesting demonstrations etc.	Using story or questions for introducing a lesson	Using plain narration or explanation	Dull introduction , not interesting
2	Motivating	High	Sufficient	Average	Low
DEVELOPMENTAL PHASE/ACTIVITY					
1	Clarity of instruction	Instructions were clear and specific in nature.	Instructions were clear but were not specific.	Instructions were given casually.	Instructions were not proper
2	Proper analysis of the content	Relevant and proper analysis of content.	Adequate analysis of the content	Limited analysis of the content	Inadequate and irrelevant analysis of the content
3	Creativity and novelty in learning process	Highly creative and novel learning process	average creative learning process	Limited creative and novel learning process	not at all creative and novel
4	Sequencing	Done properly	moderate sequencing	tried to sequence but failed miserably	no sequencing
5	Black board work	Excellent	Good	Average	Poor
6	structuring of Teacher and pupil Activity	The activity was structured properly to ensure smooth progression without any doubt or ambiguity.	The activity was structured moderately and the activity was performed without much problems	The activity was low structured and the activity was just performed.	The activity was not structured and broken the smooth progression of class.

7	Learning aid used	Variety of learning aid or improvised apparatus, visual cards & charts used	Normal learning aids & charts used	Only charts are used	No learning aid used
8	Student participation in learning process	Students were encouraged to participate in learning process throughout the class	Students were encouraged to participate in learning process	Student participation in learning process is average	Not ensured student participation
9	Class control	High	Good	Average	No class control
GROUP ACTIVITY					
1	Grouping	Grouping was done with minimum dislocation and gives proper instructions about group formation, group name and leader selection.	Grouping was done with complicated technique and not mentioned about group formation, group name and leader selection.	Grouping was done carelessly.	Grouping made a lot of disorder and chaos or No grouping was done.
2	Clarity of instruction	Instructions for group activity were clearly given and they were specific in nature.	Instructions for group activity were clear but were not specific.	Instructions for group activity were given casually.	Instructions for group activity were not proper or not given.
3	learning materials & Task familiarizing for group activity	The task is made unambiguous and familiar to all students by solving examples/ detailing/ explaining & learning materials are properly familiarized to all students by detailing its parts and procedure of using it	The task was explained to students & learning materials are properly familiarized to all students by explanation	The task was presented as a whole by oral explanation only & learning materials are just shown to all students before distributing in groups.	The task was just mentioned without clarity & learning materials are not mentioned upon before distributing in groups.
4	Instructional cards or Worksheets	Instructional cards or worksheets are neat and self-explanatory & sufficient.	Instructional cards or worksheets are prepared with only essential points.	Instructional cards or worksheets prepared carelessly. And limited in number.	No instructional cards or worksheets given.

5	Student participation in group activity	All the students were encouraged to participate by assigning roles like writing report, reading it, doing the activity etc.	All the students were encouraged to participate by asking them to show group cohesiveness.	Only few among each group really participated in the activity.	Participation of students was not ensured within the group.
6	Scaffolding	Scaffolding was done properly so that all the groups completed the task with proper learning outcomes.	Moderate scaffolding and teacher could not interact with pupils effectively	Scaffolding was average. Teacher could not attend to all the groups properly & not develop anticipated learning outcomes.	No scaffolding was given.
7	Group work consolidation	Group work was consolidated by presentation of group wise reports endorsed by teacher statement or black board work or chart etc.	Group work was consolidated by asking groups to present their reports.	Group work was consolidated by teacher pupil interactions without being endorsed by teacher statement.	Group work was consolidated by teacher statement without considering group reports.

CLASS MANAGEMENT

1	Time management	Excellent	Good	Average	Poor
2	Taking notes	All students recorded required notes in their notebook with teacher support	Most of the students recorded notes.	Very few students recorded notes.	No Notes given.
3	Voice of student teacher.	Student teacher had an impressive voice with proper modulation.	Student teacher had an audible voice even though there was no proper modulation in sound.	Voice of the student teacher was audible but was less than the student noise.	Student teacher had a very low voice and no modulation in sound
4	Confidence and energy level of student teacher	Student teacher was confident, pleasant and energetic. And radiate this confidence to the students.	Student teacher was confident and energetic but could not radiate the confidence to the students.	Student teacher lacked enthusiasm.	Student teacher had a tiresome look and no confidence
5	Subject competency	Student teacher had a high level of subject competency evident	Student teacher had good subject competency to	Student teacher had average subject	Student teacher had poor subject

	of student teacher.	by clarity, authenticity in instructions and arguments.	explain and illustrate the content with examples.	competency and explained the content moderately well.	competency. The student teacher went through the lesson with minimum student interaction.
CONSOLIDATION PHASE/ACTIVITY					
1	Questioning	Thought provoking questions were asked to ensure that the pupils have learnt the content or concept.	Few thought-provoking questions were asked to ensure that the pupils have learnt the content or concept.	Questions were asked to only recall or recognize the learnt facts.	Very few lower order questions were asked.
2	Consolidation & Follow up	Good consolidation & suitable follow up activity was given and monitored properly	Average consolidation & follow up activity was just.	Poor consolidation & follow up activity was not proper	No consolidation & no follow up activity were given.

ASSESSMENT SHEET

INTRODUCTION PHASE		
1	Interesting	
2	Motivating	
DEVELOPMENTAL PHASE		
1	Clarity of instruction	
2	Proper analysis of the content	
3	Creativity and novelty in learning process	
4	Sequencing	
5	Black board work	
6	structuring of Teacher and pupil Activity	
7	Learning aid used	
8	Student participation in learning process	
9	Class control	
GROUP ACTIVITY		
1	Grouping	
2	Clarity of instruction	
3	learning materials & Task familiarizing for group activity	
4	Instructional cards or Worksheets	
5	Student participation in group activity	
6	Scaffolding	
7	Group work Consolidation	
CLASS MANAGEMENT		
1	Time management	
2	Taking notes	
3	Voice of student teacher	
4	Student teacher confidence and energy level	
5	Subject competency	
CONSOLIDATION PHASE		
1	Questioning	
2	Consolidation & Follow up	

Place:

Date:

Signature of teacher concern