## Instructional Skills Rubric

### Organization and Clarity

- **Excellent**
  - Effective sequencing of ideas
  - Successful use of transitional devices
  - Previews and summarizes information
  - Focused on topic; concise yet substantial
  - Effective use of supporting detail to develop topic

- **Good**
  - Apparent sequencing of ideas; at times may be somewhat loose
  - Transitional devices are used, but not always effectively
  - Attempts to preview and summarize information
  - Mainly focuses on topic with occasional strays, at times may lack substance or conciseness
  - Includes supporting details, but not always effectively

- **Needs Some Attention**
  - Sequencing of ideas are not apparent
  - Few transitional devices; Little or no attempt to give a preview or summary of information
  - Often strays from topic; information is conveyed but with inappropriate timing (e.g., too brief, too long)
  - Insufficient use of detail

- **Needs Improvement**
  - Ideas are confused and disconnected
  - No transitional devices
  - No preview or summary presented.
  - Not focused on the topic; little information is conveyed; no supporting detail

### Relevance of Content

- **Excellent**
  - Information illustrated through practical examples
  - Clear explanation of why and how information is useful
  - Provides relevant examples to students to help comprehension
  - Uses visual to effectively supplement points

- **Good**
  - Some use of practical examples, though insufficient
  - Some attempts to explain why and how content is useful, but not sufficient or clear
  - Generally effective use of visuals, but may occasionally have problems (blocking view, misspellings, etc.)

- **Needs Some Attention**
  - Minimal use of examples and/or explanation of why and how content is useful
  - Minimal use of visuals, or visuals are poorly organized/ chosen.

- **Needs Improvement**
  - No use of examples
  - No explanation of why and how content is useful.
  - Visuals not used, but needed.

### Teacher Presence

- **Excellent**
  - Demonstrates confidence, poise, rapport with audience
  - Responds quickly and directly to questions
  - Answers are concise but substantial
  - Checks for comprehension

- **Good**
  - Some difficulty establishing rapport with audience, but generally confident
  - Responds to questions, but response may take time, may stray from topic, or may include too much or too little information
  - Sometimes checks for comprehension, but not consistently

- **Needs Some Attention**
  - May occasionally appear nervous, hesitant, condescending, or indifferent to audience needs
  - Takes too long to respond to question, does not provide adequate answers
  - Does not check for comprehension

- **Needs Improvement**
  - Appears to be nervous, unapproachable, or unconcerned about audience needs
  - Unable to understand basic questions, even with repetition and modification.

### Interpersonal Skills

- **Excellent**
  - Appropriate use of nonverbal communication skills (posture, gestures, facial expressions, use of space, back channeling)

- **Good**
  - Generally appropriate use of nonverbal communication
  - Minor problems may be noticeable, but do not detract from verbal communication

- **Needs Some Attention**
  - Inappropriate nonverbal communication detracts from verbal message (too stiff, too relaxed, awkward or non-existent movement)

- **Needs Improvement**
  - Repeated or constant use of inappropriate nonverbals (no eye contact, too close/far from audience, etc.)

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