

## Instructional Skills Rubric

	Excellent	Good	Needs Some Attention	Needs Improvement
<b>Organization and Clarity</b>	<ul style="list-style-type: none"> <li>• Effective sequencing of ideas</li> <li>• Successful use of transitional devices</li> <li>• Previews and summarizes information</li> <li>• Focused on topic; concise yet substantial</li> <li>• Effective use of supporting detail to develop topic</li> </ul>	<ul style="list-style-type: none"> <li>• Apparent sequencing of ideas; at times may be somewhat loose</li> <li>• Transitional devices are used, but not always effectively</li> <li>• Attempts to preview and summarize information</li> <li>• Mainly focuses on topic with occasional strays, at times may lack substance or conciseness</li> <li>• Includes supporting details, but not always effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing of ideas are not apparent</li> <li>• Few transitional devices;</li> <li>• Little or no attempt to give a preview or summary of information</li> <li>• Often strays from topic</li> <li>• Information is conveyed but with inappropriate timing (e.g., too brief, too long)</li> <li>• Insufficient use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are confused and disconnected</li> <li>• No transitional devices</li> <li>• No preview or summary presented.</li> <li>• Not focused on the topic; little information is conveyed; no supporting detail</li> </ul>
<b>Relevance of Content</b>	<ul style="list-style-type: none"> <li>• Information illustrated through practical examples</li> <li>• Clear explanation of why and how information is useful</li> <li>• Provides relevant examples to students to help comprehension</li> <li>• Uses visual to effectively supplement points</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of practical examples, though insufficient</li> <li>• Some attempts to explain why and how content is useful, but not sufficient or clear</li> <li>• Generally effective use of visuals, but may occasionally have problems (blocking view, misspellings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal use of examples and/or explanation of why and how content is useful</li> <li>• Minimal use of visuals, or visuals are poorly organized/chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• No use of examples</li> <li>• No explanation of why and how content is useful.</li> <li>• Visuals not used, but needed.</li> </ul>
<b>Teacher Presence</b>	<ul style="list-style-type: none"> <li>• Demonstrates confidence, poise, rapport with audience</li> <li>• Responds quickly and directly to questions</li> <li>• Answers are concise but substantial</li> <li>• Checks for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Some difficulty establishing rapport with audience, but generally confident</li> <li>• Responds to questions, but response may take time, may stray from topic, or may include too much or too little information</li> <li>• Sometimes checks for comprehension, but not consistently</li> </ul>	<ul style="list-style-type: none"> <li>• May occasionally appear nervous, hesitant, condescending, or indifferent to audience needs</li> <li>• Takes too long to respond to question, does not provide adequate answers</li> <li>• Does not check for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Appears to be nervous, unapproachable, or unconcerned about audience needs</li> <li>• Unable to understand basic questions, even with repetition and modification.</li> </ul>
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Appropriate use of nonverbal communication skills (posture, gestures, facial expressions, use of space, back channeling)</li> </ul>	<ul style="list-style-type: none"> <li>• Generally appropriate use of nonverbal communication</li> <li>• Minor problems may be noticeable, but do not detract from verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate nonverbal communication detracts from verbal message (too stiff, too relaxed, awkward or non-existent movement)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated or constant use of inappropriate nonverbals (no eye contact, too close/far from audience, etc.)</li> </ul>