

## Delivery Rubric Wesley College Department of Education

(Assesses teacher candidates' skill in implementation of instruction)

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Subject: \_\_\_\_\_

To evaluators: Please use this rubric to evaluate lessons as you observe teacher candidates teaching. Refer to the Delivery Rubric Scoring Guide.

*\*Key to 5 point rubric scale:*

*1= no evidence of indicator, needs improvement*

*2= some evidence of indicator, but needs improvement*

*3= acceptable evidence of indicator*

*3.5 = cut score for programs*

*4= regular evidence of indicator*

*5= exceptional evidence of indicator*

### 1. Preparedness

A. Works from a detailed lesson plan	1	2	3	4	5
B. Prepares materials in advance	1	2	3	4	5

Comments:

### 2. Teacher-Student Discourse

A. Keeps students focused on learning	1	2	3	4	5
B. Uses learner appropriate language	1	2	3	4	5
C. Gives students opportunities to respond	1	2	3	4	5
D. Validates student questions	1	2	3	4	5
E. Helps students answer their own questions	1	2	3	4	5
F. Treats all students with respect	1	2	3	4	5
G. Asks questions that guide thinking	1	2	3	4	5
H. Uses student responses to guide explanation or re-direct thinking	1	2	3	4	5
I. Actively monitors understanding and adjusts instruction accordingly	1	2	3	4	5
J. Maintains a confident and positive attitude	1	2	3	4	5
K. Demonstrates adequate content knowledge, including appropriate use of the English language	1	2	3	4	5

Comments:

### 3. Instructional Flow

- A. Engages students in construction of knowledge through three types of student centered learning events:

Skillful use of data collection and presentation  
Weaving data transformational events appropriately into data presentation (discussions, organization of data, analyzing data, etc.)  
Providing students with opportunities to make and test interpretations

	1	2	3	4	5
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B. Effectively teaches skills and strategies through:

Formative, ongoing, continuous assessment					
Modeling skills and strategies					
Providing guided practice					
Providing independent practice	1	2	3	4	5

C. Manages instructional time effectively by:

Making logical transitions between activities which allow students to connect knowledge between learning events					
Using an appropriate variety of management strategies to attend to individual student needs and behaviors and minimize disruptions					
Maximizing engagement time—students are more active than passive.					
Managing time efficiently	1	2	3	4	5

Comments:

## Delivery Rubric Scoring Guide (Summative)

	1	2	3	4	5
<b>Preparedness</b>	Never works from a detailed lesson plan and no materials are prepared in advance	Occasionally works from a detailed lesson plan and has materials are prepared in advance	Frequently works from a detailed lesson plan and has materials for differentiated instruction prepared in advance	Usually works from a detailed lesson plan and has materials for differentiated instruction prepared in advance	Always Works from a detailed lesson plan and has materials for differentiated instruction prepared in advance
<b>Teacher-Student Discourse</b>	Never interacts with students to facilitate engagement	Rarely interacts with students to facilitate engagement	Attempts to satisfy most indicators, but skill level is inconsistent	Consistently Satisfies most indicators with the skill level of a novice teacher	Almost always Satisfies all indicators at an exemplary skill level
<b>Instructional Flow</b>	Teaches as if there were no students present	Continually uses teacher centered methods with little attempt to facilitate student knowledge construction; Uses a limited number of management strategies and remains committed to those regardless of their effectiveness.	Attempts to weave the three categories of learning events together during instruction to maximize student knowledge construction; attempts to utilize some management strategies, but is no always successful in minimizing disruptions	Usually weaves the three categories of learning events together during instruction to maximize student knowledge construction; Usually maximizes engagement time and uses sufficient management strategies at the level of the novice teacher	Almost always weaves the three categories of learning events together during instruction to maximize student knowledge construction; almost always maximizes engagement time by using a variety of management strategies and minimizing disruptions