

### Rubric for Teacher Candidates

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	1 (FF)	2 (DD-DC)	3 (CC-CB)	4 (BB)	5 (BA-AA)
<b>Maintains a professional appearance and presentation</b>  <b>10%</b>	Candidate dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior. S/he uses verbal communication that does not foster interaction. Attendance, punctuality, and/or preparation are problematic.		Candidate dresses and conducts self-appropriately. S/he communicates effectively with others and meets scheduled time/hour commitment and is prepared.		Candidate models professional dress and conduct. S/he uses verbal communication that enhances interactions with others and meets or exceeds scheduled time/hour commitment, arrives promptly and is well prepared.
<b>Displays excitement about teaching subject area</b>  <b>5%</b>	There is little or no evidence that the candidate is sincerely excited and dedicated to becoming a teacher.		The candidate appears to be excited and dedicated to becoming a teacher.		The candidate communicates a strong dedication and commitment to becoming a teacher.
<b>Communicates effectively</b>  <b>10%</b>	Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.		Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.		Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.
<b>Prepares a well-organized file that is comprised of all the relevant documents and materials presented in an order</b>  <b>15%</b>	The file does not include any or some of the required documents and materials or they are not meticulously prepared. Some problems with typing, spelling, organization or content are remarkable.		The file is well-prepared; documents and materials are neatly organized. Some minor problems with spelling or content might be remarkable but they do not harm overall quality. It includes all the required documents and materials except for one or two tolerable papers.		The file completely meets the expectations with all the required documents and materials in a well-organized manner. It can be a model of an ideal one with all aspects.

<p><b>At regular intervals conducted high-quality teaching sessions in terms of effectiveness and sufficiency</b></p> <p><b>20%</b></p>	<p>Candidate did not conduct enough number of full teaching sessions periodically scheduled and/or they were not effective in terms of the criteria set by the department. Materials utilized in the teaching sessions have poor quality and/or do not serve the attainment targets of the class.</p>	<p>Candidate conducted enough number of moderate-quality full teaching sessions periodically scheduled by using effective teaching techniques and materials. This is reflected in the written documents and other materials presented in the file and observations of the supervisor.</p>	<p>Candidate conducted enough number of high-quality full teaching sessions periodically scheduled by employing materials that appeal to diversity of learners and by using effective teaching techniques specifically tailored for the target group of audience. This is reflected in the well-developed written documents and materials presented in the file and observations of the supervisor.</p>
<p><b>Attended the practice school regularly</b></p> <p><b>10%</b></p>	<p>As reflected in the documents and observations of supervisor, candidate missed 10% or more of the required observation sessions.</p>	<p>As reflected in the documents and observations of supervisor, candidate attended at least 95% of the required observation sessions.</p>	<p>As reflected in the documents and observations of supervisor, candidate attended all the required observation sessions.</p>
<p><b>Kept a track of the observations of teaching sessions conducted by the in-service teachers</b></p> <p><b>15%</b></p>	<p>Candidate does not keep a track of at least 30% of the observed class sessions. Observation recordings that are kept in the form instructed by the supervisor are not accurately typed; occasional problems with mechanics of writing, content, or organization.</p>	<p>Candidate keeps a track of at least 85% of the observed class sessions in the form instructed by the supervisor. Observation sheets are meticulously typed, elaborated, and well-organized. Some minor problems with mechanics of writing or content might be observed but overall they meet the requirements.</p>	<p>Candidate keeps a track of all the observed class sessions in the form instructed by the supervisor. All the observation sheets are meticulously typed, elaborated, well-organized, well-developed, and reflected on. Meet the requirements of professional language use and organization.</p>
<p><b>Attended the regular meetings held by the supervisor, reflected on the process, and updated himself/herself on the basis of peer-feedback and supervisor's feedback given in the theoretical class hours</b></p> <p><b>15%</b></p>	<p>Candidate missed 20% or more of the regular meetings without an excuse documented. S/he did not regularly share feedback with his/her peers or did not update himself/herself according to the feedback s/he gets.</p>	<p>Candidate attended at least 95% of all the regular meetings and missed only one or two due to his/her documented excuse. Though s/he kept a watchful eye on the processes, s/he at times fell short of the expectations in terms of sharing and considering feedback or updating himself/herself but overall s/he is an attentive teacher candidate.</p>	<p>Candidate attended all of the regular meetings and kept a watchful eye on all the processes throughout the semester. S/he shared feedback with the peers eagerly and thoroughly, and updated himself/herself on the basis of the feedback and discussions in the meetings.</p>

## Further Explanations

- Grading scheme is as follows.

<b><i>Letter Grade</i></b>	<b><i>Percentage</i></b>	<b><i>Grade points/credit</i></b>	<b><i>Rating</i></b>
<b>AA</b>	90% & above	4.00	Excellent
<b>BA</b>	85% – 89%	3.50	Very good
<b>BB</b>	80% – 84%	3.00	Good
<b>CB</b>	75% – 79%	2.50	Above average
<b>CC</b>	65% – 74%	2.00	Average
<b>DC</b>	58% – 64%	1.50	Below average
<b>DD</b>	50% - 57%	1.00	Inferior
<b>FF</b>	49,99% and below	0.00	Failure
<b>GR</b>	Candidate does not take the final test.		

- **To succeed in the final performance of ELT 406 Teaching Practicum, your overall grade must be CC (or 3 according to the rubric) or above, and you must achieve at least 2 on each of the 8 criteria.**