3a. Communicating with Students

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| 4 | The teacher points out possible areas for misunderstanding. |
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| 4 | Students offer clarification about the learning tasks to classmates as needed. |
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| 4 | Students suggest improvements to the directions. |
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| 4 | Teacher explains content clearly, using metaphors and analogies to bring content to life. |
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| 4 | All students seem to understand the presentation. |
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| 4 | The teacher invites students to explain the content to the class, or to classmates. |
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| 4 | Teacher uses rich language, offering brief vocabulary lessons where appropriate. |
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| 3 | The teacher states clearly, at some point during the lesson, what the students are learning. |
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| 3 | When asked by an observer, students can state what they are learning. |
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| 3 | Students engage with the learning task, indicating that they understand what they are to do. |
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| 3 | The teacher models the process to be followed. |
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| 3 | The teacher checks for student understanding of the learning task. |
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| 3 | The teacher makes no content errors. |
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| 3 | The teacher's explanation of content is clear, using appropriate language. |
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| 3 | Most students seem to "get it." |
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| 3 | Vocabulary and usage are correct and completely suited to the lesson. |
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| 3 | Vocabulary is appropriate to the students' ages and levels of development. |
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| 2 | The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. |
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| 2 | Teacher must clarify the learning task so students can complete it. |
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| 2 | The teacher makes no serious content errors, although may make a minor error. |
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| 2 | The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students. |
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| 2 | Vocabulary and usage are correct but unimaginative. |
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| 2 | Vocabulary is too advanced or juvenile for the students. |
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| 1 | At no time during the lesson does the teacher convey to the students what they will be learning. |
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| 1 | Students indicate through their questions that they are confused as to the learning task. |
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| 1 | The teacher makes a serious content error that will affect students’ understanding of the lesson. |
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| 1 | Students indicate through body language or questions that they don’t understand the content being presented. |
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| 1 | Teacher’s communications include errors of vocabulary or usage. |
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| 1 | Vocabulary is inappropriate to the age or culture of the students. |
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