Category	4-excellent/ exemplary (>85)	3-proficient (>75)	2-sufficient (>65)	1-in progress (< 64)
Use of teaching concepts/ theories	Standards reflected, demonstrates clear knowledge and use of a variety of theories and methods appropriately chosen for the class	Theories are present and effective but a variety is lacking	Theories are present but not used effectively and are limited in variety	Theories are sparsely used (if at all)
Lesson Planning	Excellent performance on formulating learning objectives, determining media and materials, constructing procedure and performing authentic assessment.	Good performance on formulating learning objectives, determining media and materials, constructing procedure and performing authentic assessment.	Standard performance on formulating learning objectives, determining media and materials, constructing procedure and performing effective assessment.	Limited performance on developing RPP by missing one of the elements in RPP.
Lesson inclusive of context applications	'real life' context, meaningful applications, schemata, engaging questions, related to other material/concepts, authentic material	Context is present, questions are present, but choice in questions/context are not necessarily relatable/memorable	Some context but little application to real life situations (questions with no purpose-lack of communicative planning)	Little to no context application
Engaging students	Appropriate pace, comprehension checks, relating to students, appropriate for level, interaction between	Some modes of communication are used, pace or level may be slightly off, comprehension checks	Comprehension checks too few or are not effectively used; interaction and modes of	Very few (or no) comprehension checks, little to no interaction, no variety in modes

	teacher and student/student and student, all modes of communication are used	are regular but don't accurately gage learning	communication are lacking	of communication
Delivery and Presentation	Good voice, assertiveness, confidence, eye-contact, 'with-it-ness' factor, enthusiasm, good body language, smooth transitions, professional appearance	Confidence, some eye-contact, may have used L1 occasionally, not entirely 'with-it' for entire class,	Is confident, but may be lacking assertiveness, L1 is present, authentic and meaningful material are not presented, presentation is clearly too short/too long	Not confident, extensive use of L1, is not assertive for most of the class, non-effective visuals
Instructional Skills	exclusive L2; authentic visuals; within time limit and uses time effectively; authentic and meaningful material is used; objectives clearly stated; integration of all modes of communication; appropriate assessment; variety of methods and strategies	Predominant use of L2; some variety of methods; objectives not embedded in content; timing appropriate; May lack some of the items noted in excellent column	Use of L2 not sustained; lesson not embedded in meaningful tasks or content; objectives do not clearly reflect the lesson; one mode of communication is dominant; lack of variety of methods and approaches	Little use of L2; Tasks lack context and content; objectives do not drive the tasks; assessment of student comprehension lacking; little if any variety of tasks/methods
Materials / Media	Self-evaluation, lesson plan, DVD, and peer evaluations are all present	Missing one of the required documents	Missing several documents	Supporting materials not provided

Personality	Performing resilient attitudes by being friendly, collaborative, and discipline.	Performing sufficient ability to adapt with school environment	Difficult to adapt to the school environment	Performing impolite attitudes
Professionalism	Performing excellent initiative and response to both given and probing tasks	Performing excellent response to the given tasks	Showing inability to cope up with the rules in the school	Showing unwillingness to finish some given tasks.