# EXAMPLE of Scaled Rubric Teaching Observation

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expound upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Instructor: Department: Date: Time:

Course #: Course Title:

Observed by:

| **Category** | **Exceeds Expectations (4)** | **Meets Expectations (3)** | **Approaching Expectations (2)** | **Does Not Meet Expectations (1)** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Instructor Preparation and Organization**  | Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.  | Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.  | Instructor demonstrates some preparation and organization of the course material, content, and class session.  | Instructor lacks preparation and organization of the course material, content, and class session.  |  |
| **Instructional Strategies: Variety and Pacing of Instruction** | Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.  | Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals. | Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.  | Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.  |  |
| **Content Knowledge** | Instructor demonstrates extremely relevant content knowledge, using the most important and current information.  | Instructor demonstrates relevant content knowledge, using important and current information. | Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.  | Instructor does not employ relevant, important, or current content knowledge.  |  |
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| **Presentation Skills** | Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.  | Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space. | Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.  | Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space. |  |
| **Teacher-student Rapport** | Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.  | Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills. | Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills. | Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.  |  |
| **Classroom Management** | Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students. | Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.  | Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.  | Instructor does not provide a classroom routine and the environment is not conducive to learning.  |  |
| **Clarity** | The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms. | The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.  | The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts. | The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.  |  |
| **Inclusiveness** | The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices  | The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices | The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices | The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices |  |

Other observational comments:

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