The College Classroom
Microteaching Project Rubric

Name _____ Date _____ Time _____

Topic/course _____ Grader _____

Components	Excellent	Good	Weak	None	Notes
Learning outcomes Statements by which both students and instructors assess mastery. Learning outcome completes the sentence, "By the end of this lesson, you should be able to…"	LOs at same (Bloom) level of thinking required for mastery of the concept. Student can clearly test if s/he "is able to…" Every learning goal is supported by instruction.	LOs cover concepts presented in lesson. Level of LOs may be inconsistent with thinking that's necessary (eg, many low-level goals but no higher-level) Students know what they're required to do (though that may not define mastery.)	LOs vague so students cannot assess their mastery (eg, "understand", "appreciate",…). LOs are not tasks/actions.		
Pre-reading assignment A reading, with guidance about what to focus on, that students should complete before class so they are prepared to engage with deeper concepts.	Proper length (roughly 20-30 min), clear guidance on what knowledge is necessary to be prepared for class. Text at level consistent with students' ability (eg, not primary journal for freshmen)	Proper length. Level of reading not too far from students' understanding. Vague guidance for students.	Would take too long for typical student to complete. Little or no guidance about what's important. Content presented a level far above or below students current understanding. Much too long.		
Reading quiz A short quiz, online before class or at the beginning of class.	A student who completes the reading following the guidance can get 100%. Quiz assesses if students are prepared for class.	Quiz questions mostly cover material in reading. Success on quiz doesn't necessarily mean the student is prepared for class (questions may be about unrelated material or at insufficient level.)	Asks questions about concepts not covered in reading. Requires higher-order thinking which students are incapable of doing yet. Students can answer questions without doing the reading.		
Lesson plan The sequence of activities that occur during class, with estimated times.	Regular shift between student-and instructor-centered activities (25%+ interactive). Peer instruction when it's necessary for students to construct their own learning. Steady progression through material – neither too fast nor too slow	Mixture of student- and instructor-centered instruction though perhaps not enough one or the other. Reasonable sequence of events, roughly on time. Peer instruction may not always drive learning forward.	Poorly choreographed, poor estimates of time necessary for activities, insufficient student-centered instruction (eg, too much lecture). Poorly-placed peer instruction interrupts development of concepts.		
Clicker questions Questions used for peer instruction.	Questions spark discussion, force students to confront misconceptions, drive students to create their own knowledge, allow for agile instructor to leverage question and peer discussion for further learning.	Questions make students stop and think, though not necessarily about the right things. "Miss the mark" on the key concept or idea. Different wording/structure could allow for better follow-up discussion.	Questions are not conceptually challenging. Students can answer question correctly without knowing concept. Questions have no potential for follow-up discussion. Poor wording makes question unanswerable.		
Assessment Questions that could appear on homework and exams which assess the students' mastery of the lesson's learning outcomes.	Questions assess the learning outcomes. Allow for students to show what they know, even if it's incomplete, and adequately reward them for it.	Questions match concepts covered but not always LOs (eg, ask for different level of understanding.) Time/effort needed to answer may not match importance of LO.	Questions much too difficult or too easy, not a measure of students' grasp of LOs. Questions assess concepts not related to class' content. No opportunity for students to show their (incomplete) level of understanding.		

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