



Anderson College TEP Rubric for Pre-Admission Teaching Audition

Student Name _____

Major _____

Date _____

Score _____

INDIVIDUAL AUDITION TEAM MEMBER RATING FORM

A copy of the lesson plan must be given to each of the three evaluation team members at the beginning of the audition.

Teacher candidates must have passed all three sections of Praxis I, successfully completed a Portfolio, and have a 2.5 GPA in order to participate in the Teaching Audition. The teacher candidate must score at least 34 points for an acceptable rating. A candidate that does not have an acceptable rating must repeat the Teaching Audition during a different semester using a new or revised lesson plan.

4 Distinguished: 64 points	2 Developing: 48-34 points
3 Proficient: 63-49 points	1 Unsatisfactory: 33 or less points

Part I Required Lesson Plan Components

Based on the Anderson College Division of Education Lesson Plan Format for EDU 195 & EDU 295

Required Components (Please underline missing components)		Points
<ul style="list-style-type: none"> • Candidate's name, Subject, District, Date, Grade Level, and School (Use current or past field placement.) • Standard (s), Topic, and Goal (s) • Instructional Objective • Accommodations for Diversity Issues • All Procedures/ Instructional Strategies: Gaining attention, Informing learners of objectives, Stimulating recall, Describing material, Eliciting desired response, Providing feedback, Closure, and Assessment plan 	<ol style="list-style-type: none"> 4. Distinguished- Missing no components 3. Proficient – Missing one component 2. Developing – Missing two components 1. Unsatisfactory- Missing more than two components 	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Part II Evaluation of Required Components

Components	Criteria	1 Unsatisfactory	2 Developing	3 Proficient	4 Distinguished	Points
Descriptive Information and Accommodations (Use information from a current or past field experience)	Missing required components.	All required sections of the plan are complete: name, date, grade, group size, and accommodations or modifications for diversity.	All required sections of the plan are complete: name, date, grade, group size, and accommodations or modifications for diversity. Student demonstrates understanding of concept of accommodation at least for tactile, visual, or auditory learners.	All required sections of the plan are complete: name, date, grade, group size, and accommodations or modifications for diversity. Student demonstrates more than basic understanding of the concept of accommodation by creating accommodations or modifications for several diversity issues in the classroom.		
State/ District Standards	Lesson is not based on current state or district curriculum standards.	Lesson is loosely based on current state or district curriculum standards.	Lesson is based on current state or district standards.	A strong correlation is evident between the lesson and the standards.		
Goals	Instructional goal is not stated.	Instructional goal (s) is stated but is not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goal (s) is completely stated. Learners can determine what they should know and be able to do as a result of the learning and instruction.	Instructional goal (s) is clearly and completely stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of the learning and instruction.		
Objectives	The objective (s) of the lesson is missing more than one component and/or there is no correlation among standard, objective and assessment.	Objective (s) of the lesson is missing one component part and/or correlation among standard, objective, and assessment is not apparent.	Objective (s) of the lesson is correctly and clearly stated, but the correlation among standard, objective, and/or assessment is not evident.	Objective (s) of the lesson is clearly stated with all three components, and the correlation between standard and objective and assessment is clearly apparent.		
Assessment	The lesson has a method for assessing student learning, but it is vaguely stated.	The lesson has an assessment component, but it is not an appropriate assessment of the stated objective.	Learning objective (s) is being assessed with an appropriate assessment plan.	Learning objective (s) is being assessed with an appropriate assessment that clearly correlates to the objective.		
Grammar and Spelling in Lesson Plan	Content has more than five grammatical errors and/or the work is not typed,	Content has less than five grammatical errors in the document. All work is typed.	Content has fewer than three grammatical errors in the document or the presentation of the lesson. All work is typed	Content has no grammatical errors in the document or the presentation of the lesson. All work is typed.		
Equipment/ Materials/ Resources	None listed. No preparation indicated. No resources listed for students.	Incomplete list is included.	List includes materials, resources and equipment.	Complete list included with types and sources, such as technology hardware and software required and/or resources for students.		

Part III Evaluation of Teaching

Lesson Presentation X2	The lesson is unfocused, unorganized and not presented in a smooth manner. Learning activities do not support the learning objectives.	The lesson is unfocused, and some of the learning strategies/activities do not support the stated objectives. Lesson may be organized, but not professionally presented.	The lesson exhibits learning activities. Lesson is organized and smoothly presented. Some instructional activities support learning objectives.	The lesson clearly defines the steps in the learning activities with transitions as needed. The lesson is structured with clearly identifiable strategies for gaining attention of the learner, connecting to prior knowledge, and closure. The instructional strategies/ activities support learning objectives.	
Grammar	The candidate makes more than five grammatical errors in the presentation of the lesson	The candidate makes less than five grammatical errors in the presentation of the lesson	The candidate makes fewer than three grammatical errors in the presentation of the lesson.	The candidate makes no grammatical errors in the presentation of the lesson.	
Speaking Skills X2	Difficult to hear and follow presentation, little connection with audience; lesson would not be successful.	Some mumbling, uneven rate of delivery, not polished, but maintaining appropriate volume.	Clear, articulate, some apparent nervousness, but enthusiastic, articulate, and proper volume. Occasionally uses an overused word or phrase.	Displays exceptional confidence. Poised, enthusiastic, articulate, proper volume. Speech is free of overused words or phrases (O.K., right, you know,)	
Eye Contact/ Posture/ Attire	Candidate reads much of the presentation with occasional eye contact. Stands straight, but dresses in inappropriate attire.	Candidate reads much of the presentation with occasional eye contact. Stands straight and dresses in an appropriate professional manner.	Candidate uses eye contact most of the time, but still reads some of the presentation. Has engaging, interactive body language. Stands straight and is dressed in an appropriate, professional manner.	Candidate maintains eye contact most of the time, seldom returning to notes. Has engaging, interactive body language. Stands straight and is dressed in an appropriate, professional manner.	
Organization/ Clarity	Audience has difficulty following presentation because candidate jumps around, not following the lesson plan.	Candidate presents information in a logical sequence but the lesson lacks interest and/or good transitions between segments.	Candidate presents information in logical, interesting, well-paced sequence, following lesson plan, but may lack good transitions between segments.	Candidate presents information in logical, interesting, well-paced sequence, following lesson plan.	
Length of Presentation	Presentation is too long or too short, suggesting the candidate did not properly prepare the lesson for the allotted time.	Within four minutes of allotted time. +/-	Within three minutes of allotted time. +/-	Within two minutes of allotted time. +/-	

Date _____ Candidate's Name: _____ Score _____

Notes/Comments

Signed by Evaluator _____