

Rubric for On-Site Teaching Assignments

Performance Indicators	Performance Continuum			
	1	2	3	4
1. Verbalization (30%)	Verbalizations seem to ramble. Nonverbal cues are nonexistent. Feedback is minimal, general, and fails to reflect student performance accurately.	The teacher is talking too much. Nonverbal cues are lacking. Feedback often lacks specificity and may fail to reflect student performance accurately.	Verbalizations are too lengthy. More nonverbal cues should be used; however, feedback is specific, yet kind, and facilitates student improvement.	Verbalizations are succinct and specific. The teacher uses nonverbal cues effectively and frequently. Feedback is honest, yet kind, and facilitates student improvement.
2. Musicianship (30%)	Some parts of the music have not been memorized correctly, thus making a successful performance impossible.	All music is memorized correctly. Pitch accuracy is lacking. Tempo may or may not be consistent.	All music is memorized correctly and performed with consistent pitch. Tempo tends to vary.	All music is memorized correctly and performed with consistent pitch and tempo. Modeling provides students with excellent examples of musicianship.
3. Sequencing (30%)	Lesson execution demonstrates a severe lack of careful preparation. Major details have been eliminated, resulting in a lack of student success.	Lesson execution demonstrates a lack of careful preparation. Major details have been eliminated, resulting in a lack of student success.	Lesson execution follows a logical sequence that demonstrates careful preparation. Minor details may be forgotten, but the sequence of instruction is not greatly affected. The teacher diverts from the plan to choose a more appropriate sequence of instruction when	Lesson execution follows a logical sequence that demonstrates careful preparation. The teacher diverts from the plan to choose a more appropriate sequence of instruction when necessary. The improvised sequence is logical and leads to student success.

			necessary.	
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4. Self-Reflection (10%)	The self-evaluation form is incomplete and superficial. Commentary fails to demonstrate careful scrutiny.	The self-evaluation form is incomplete and superficial. Commentary demonstrates minimal self-reflection.	The student has completed the self-evaluation form with obvious care and thought. Commentary demonstrates moderate self-reflection.	The student has completed the self-evaluation form with obvious care and thought. Commentary demonstrates serious self-reflection.