



DIRECTORATE OF SCHOOL EDUCATION
ELEMENTARY, SECONDARY & HIGHER SECONDARY
HYDERABAD REGION, HYDERABAD

RUBRIC FOR CLASS ROOM OBSERVATION TOOL 2018-19

Class Room Organization

S#	Class Room Organization	E	V. G	G	N. I	P
1	Eye contact with students.	Teacher had very well ability to maintain eye contact with all students	Teacher had very good ability to maintain eye contact with students.	Teacher had good ability to maintain eye contact with students.	Teacher had ability to maintain eye contact with few students.	Teacher had no ability to maintain eye contact with all students.
2	Promotion of Self/Students discipline	Teacher frequently promoted self/Students discipline in classroom through motivational discussion	Teacher usually promoted self/Students discipline in classroom through motivational discussion	Teacher rarely promoted self/Students discipline in classroom through motivational discussion	Teacher did not promote self/Students discipline in classroom through motivational discussion	Teacher had no idea to promote self/Students discipline in classroom through motivational discussion
3	Management of disruptive behaviour constructively.	Teacher frequently manages disruptive behaviour of students in classroom constructively	Teacher usually manages disruptive behaviour of students in classroom constructively	Teacher rarely manages disruptive behaviour of students in classroom constructively	Teacher did not manages disruptive behaviour of students in classroom constructively	Teacher had no idea to manages disruptive behaviour of students in classroom constructively
4	Effective use of academic time	Teacher uses time very much effectively throughout lesson	Teacher uses time very effectively throughout lesson.	. Teacher uses time effectively throughout lesson.	Teacher uses time but not effectively throughout lesson	Teacher was not able to use time effectively.
5	Effective use of instructional material.	Teacher uses instructional material very much effectively throughout lesson	Teacher uses instructional material very effectively throughout lesson.	Teacher uses instructional material effectively throughout lesson.	Teacher uses instructional material but not effectively throughout lesson.	Teacher was not able to use instructional material effectively.

Performance of Teacher

S#	Performance of Teacher	E	V. G	G	N. I	P
1	Lesson Plan (a) Available (b) Unavailable	Teacher frequently used Lesson plan in their teaching Practice, prepared properly with all steps. Previous knowledge, developmental activities, feedback and homework.	Teacher usually used Lesson plan in their teaching practice, prepared with all steps. Previous knowledge, developmental activities, feedback and homework.	Teacher rarely used Lesson plan in their teaching practice prepared with steps. Previous knowledge, developmental activities, feedback and homework.	Teacher did not have Lesson plan in their teaching practice but know few steps, form Previous knowledge, developmental activities, feedback and homework.	Teacher did not know about Lesson plan for teaching; also do not know its steps. Previous knowledge, developmental activities, feedback and homework.
2	Sequence in Lesson delivery.	Teacher implemented all steps of lesson plan as previous knowledge, developmental activities, feedback and homework.	Teacher implemented approximately all steps of lesson plan.	Teacher implemented few steps of lesson plan.	Teacher tried to implement steps of lesson plan but steps were not used Effectively.	Teacher was not able to implement steps of lesson plan.
3	Appropriate linkage among Objectives (SLOs), Topic, Content with daily life examples	Teacher maintained very much accurate linkage between objectives (SLOs), topic and content with daily life examples.	Teacher maintained very accurate linkage between objectives (SLOs), topic and content	Teacher maintained accurate linkage between objectives (SLOs), topic and content with daily life examples	Teacher maintained but not accurately all linkage between objectives (SLOs), topic and content with daily life examples	Teacher was not able to maintain accurate linkage between objectives (SLOs), topic and content with daily life examples
4	Praise and response clear & timely to students.	Teacher frequently praise and respond students raised questions timely while teaching learning process.	Teacher Usually praise and respond students raised questions timely frequently while teaching learning process.	Teacher rarely praise and respond students raised questions timely frequently while teaching learning process.	Teacher did not praised but responds students raised questions timely frequently while teaching learning process.	Teacher did not praised and responds students raised questions timely frequently while teaching learning process.
5	Voice/ Tone of the teacher was clear and audible	Teacher voice tone was very much clear and audible up to last bench	Teacher voice tone was very clear and audible up to last bench	Teacher voice tone was clear and audible up to last bench	Teacher voice tone was not clear but audible up to last b	Teacher voice tone was not clear and audible up to last bench

S#	Performance of Teacher	E	V. G	G	N. I	P
6	Encouragement participation in all classroom activities	Teacher frequently encourages the participation of all students, to perform classroom activities.	Teacher usually encourages the participation of all students, to perform classroom activities	Teacher rarely encourages the participation of all students, to perform classroom activities	Teacher did not encourages the participation of all students, to perform classroom activities	Teacher did not encourages the participation of any student, to perform classroom activities
7	Use Variety of activities to develop the interest among all students.	Teacher performed variety of activities to develop interest among all students.	Teacher performed some activities to develop interest among all students.	Teacher performed few activities to develop interest among all students.	Teacher performed only an activity to develop interest among all students.	Teacher did not perform any activity to develop interest among all students.
8	Asking the questions to enhance understanding of lesson.	Teacher frequently asked questions from most of students to enhance the conceptual understanding of lesson interactively during teaching and learning process	Teacher usually asked questions from some students to enhance the conceptual understanding of lesson interactively during teaching and learning process	Teacher rarely asked questions form few students to enhance the conceptual understanding of lesson during teaching and learning process	Teacher did asked questions even rarely form few students to enhance conceptual understanding of lesson interactively during teaching and learning process	Teacher did not ask any question form any students to enhance the conceptual understanding of lesson interactively during teaching and learning process
9	Implementation schedule of studies.	Teacher followed schedule of studies as per schedule.	Teacher followed schedule of studies but as per previous month.	Teacher followed schedule of studies but at some extent.	Teacher tried to follow schedule of studies at initial stage.	Teacher did not follow schedule of studies.
10	Personality of teacher	Teacher personality was very much decent and sober	Teacher personality was very decent and sober.	Teacher personality was decent and sober	Teacher personality was only decent or sober.	Teacher personality was not decent and Sober.

Performance of Student

S#	Performance of Student	E	V. G	G	N. I	P
1	Interest and involvement in Classroom activities.	Students were keenly involved with very much interest in classroom activities	Students were keenly involved with more interest in classroom activities	Students were keenly involved with interest in classroom activities	Students were involved but not with interest in classroom activities	Students were not involved with interest in classroom activities
2	Confidence while responding the Questions.	Students were very much confident while responding the questions	Students were very confident while responding the questions	Students were confident while responding the questions	Students were confident but not responding the questions	Students were neither confident nor responding the questions
3	Asking questions & Interaction with teacher.	Students asked questions frequently and have good interaction with teacher during teaching learning process	Students asked questions usually and have good interaction with teacher during teaching learning process	Students asked questions rarely and have good interaction with teacher during teaching learning process	Students tried to ask questions and have low interaction with teacher during teaching learning process	Students were not able to ask questions and interact with teacher during teaching learning process
4	Follow Teachers Instruction	Students were following teacher's instructions very much with interactive way.	Students were following teacher's instructions much with interactive way.	Students were following teacher's instructions with interactive way.	Students were not following teacher's instructions with interactive way.	Students were not following teachers instructions in any way.
5	Fair copies are checked with correction properly	Fair copies of all Students are checked with correction properly.	Fair copies of some Students are checked with correction properly	Fair copies of few Students are checked with correction properly	Fair copies of a few Students are checked but not corrected properly	Fair copies of Students are neither checked nor corrected properly

Prepared By: Material Development Team of Directorate