Sl. No	Level/ Criteria	Excellent	Very good	Good	Satisfactory	Needs improvement
1	Lesson Template	All components of lesson plan including targeted learning objectives are clearly defined. Reflects all important concepts. Prerequisites are well accommodated. Interdisciplinary connections Clear and accurate class room interaction procedures. Self explanatory to a great extent	All most all components of lesson plan are clearly defined. Reflects all most all important concepts. Prerequisites are accommodated. Attempted for Interdisciplinary connections Clear Class room interaction procedures . Self explanatory	Some components of lesson plan need improvement. Reflects the essential concepts P prerequisites accommodated. More class room interaction procedures are given , but not clear self explanatory to a some extent level.	Some components of the lesson plan need improvement. Pre-requisites included are not properly accommodated. The strategies adopted needs improvement Not self explanatory	Teacher makes content errors. Teacher does not consider prerequisite relationships Teacher plans to use inappropriate strategies Most of the components were not properly defined
2	Set Induction (introduction of the lesson	Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction	Sets a suitable environment Intellectual curiosity is aroused. Pre-requisites are checked Interesting and relevant introduction	Sets a suitable environment Only a few Pre- requisites refreshed. Interesting Sets a satisfactory environments	Introduction does not suit to the lesson Prerequisites were not appropriate Learning environment needs improvement.	Introduction to the lesson is not at all appropriate Prerequisites not at all considered

Teacher Observation Standards Rubric- Assessment Tool

3	Development of the	Sets a conducive	Goals were set and	Tries to sequence the	Student initiated	Students not
-	Lesson	environment	defined.	content through	responses for	participated in content
		Intellectual curiosity of	Sequenced the content	elaborating student	developing the content	development.
		the child is very well	through elaborating	initiated responses.	needs improvement	r · · ·
		aroused.	student initiated	Directing	Involvement in learner	No reinforcement(both
		Very well refreshes the	responses.	and/supervising learner	activities is essential.	positive and negative)
		pre-requisites needed.	skilled in directing	activities.	More reinforcers (both	Teacher does not
		Very interesting and	and/supervising learner	develops interest	positive and	recognise the role of
		most relevant	activities.	among students .	negative) are required	student in teaching
		introduction	Creates and sustains	Uses reinforcers (both	for recognition and	learning process
		Uses very appropriate	interest among students	positive and negative)	approval.	Learning environment
		learning experiences	throughout the class.	for recognition and	. Learning environment	developed is not
		Eliciting student	Uses reinforcers (both	approval.	needs improvement.	suitable to the lesson
		responses to	positive and negative)	Identifies learner needs	Learning experience	Learning experience
		carry/drive the lesson	for recognition and	and learning	provided not at all	needs change
		forward	approval.	difficulties.	appropriate.	
		Encouraging student	Skilled in identifying	Sets a satisfactory	Teacher domination in	No student
		enquiry by asking	learner needs and	environments	learning activities	participation
		thought provoking	learning difficulties.	Learning experience		Only a very few
		open ended questions		provided needs	Questions asked are	questions were asked.
		(brainstorming).	Uses appropriate	improvement	not serving the purpose	Most of the questions
		Asking multi-level	learning experiences	Teacher tries to elicit		asked are leading
		(lower, middle/higher	Tries to elicit student	knowledge.	Offers minimum	•
		order) questions.	responses to		accommodation to	
		Providing scaffolds in	carry/drive the lesson	Asking different types	support different levels	
		constructing	forward	of question	of learners.	
		knowledge.	Asking thought			
		Providing real world	provoking open ended		•	
		problem based learning	questions.	Chances for		
		environment.	Students are	construction/generation		
		Creating situations for	encouraged to	of knowledge.		
		the development of	construct/generate	Offers some		
		values.	knowledge.	accommodation to		
		Focusing on	Providing life related	support different levels		
		knowledge	problems.	of learners.		

		construction/generation Relates present learning with previous and future learning.(opportunity for applying knowledge) Accommodation to support different levels of learners.	Tries to individualise instruction. Accommodation to support different levels of learners.			
4	Learning Experiences (Activities)	Life related to the maximum, variety of activities used, interesting Relevant Child friendly Participatory Satisfying all levels of learners Adequate number of activities	Life related Variety of activities were included, interesting Participatory Considered the different levels of learners Adequate number of activities included	Life related Participation of some learners, interesting to some extent Satisfies some learners only Minimum number of activities were included	Not directly related to life Minimum activities used Does not consider the different levels of learners	Not related to life Activities used are not appropriate and child friendly
5	Learner Involvement	Learners are actively constructing relationships and create metaphors. Learners are actively engaged in dialogue both with the teacher and one another. Learner autonomy and initiative is well appreciated.	Learners are constructing relationships and create metaphors. Encourages learners to engage in dialogue both with the teacher and one another. Learner autonomy and initiative are good.	Learners are actively constructing relationships and create metaphors. Learners are engaged in dialogue both with the teacher and one another. Encourage and accept learner autonomy	More Learners involvement in constructing knowledge is expected. Learners are expected to have more dialogue both with the teacher and one another	No learner involvement in knowledge construction. Teacher-learner interaction and learner- learner interaction is very poor

		All learners are participating in the teaching learning process		andinitiative.		
6	Use of Audio- Visual Aids & Technology Integration	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of higher level thinking skills. Writings in the Board – well planned, neat and legible. Technology is integrated to the success of the lesson plan A clear relationship between use of technology and student learning Selects and uses appropriate audio- visual aids.	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of certain higher level thinking skills. Writings were planned Selects and uses appropriate audio- visual aids.	Proposed technology use is engaging and, age appropriate, but not clear how it enhances student learning Selects and uses appropriate audio- visual aids some times. Black board was used to the minimum	Proposed technology use is age appropriate and Audio visual aids are used to the minimum	Proposed technology use is not engaging, not age appropriate, not beneficial to learning and not at allsupportive of certain higher level thinking skills. No use of Audio visual aids .
7	Mastery of the subject matter	Clear understanding of the objectives and how it to be delivered. Current research and data includes in the lesson. Thorough and deep content knowledge Knowledge of accurate	Clear understanding of the objectives and how it to be delivered Deep content knowledge Necessary content is known to the teacher Content knowledge is accurate	Content knowledge is the minimum Knowledge of supplementary materials to some extent level	More content knowledge is a must Knowledge of supplementary materials to minimum	Teacher is not clear about the objectives and how to deliver it. Poor content knowledge Teacher makes errors in content

			N.			1
		and updated content	Necessary			
		Vast knowledge of the	supplementary			
		supplementary	materials were clear to			
		materials.	the teacher			
8		Develops good rapport	Teacher has a	Teacher doesn't give	Learners are not at all	Learners are
	Class Management	with learners	command on students	much importance to	disciplined	wandering/playing in
		Names of all learners	Calls pupils/groups by	discipline		the class
		are known to the	their names			
		teacher	Stops misconduct	Learners are restless	Difficult to control in	
		Deals with misconduct	Learners acts according	during group work	group work	Learners are forced to
		very effectively	to the			do group work
		Learners are self	direction of teachers.			Teacher punishes for
		disciplined.	Learners acts			their misbehave
		Recognises attending	according to the			
		and non attending	direction of the teacher			
		behaviours	Learner Manages			
		Keeps learners in eye	group activities.			
		span				
		Learners do group				
		works very systematic				
9		Summarised the lesson	Reviews major points	Repeats the main	Summarises some	No review of the
	Closure of the	with respect to each	in the lesson	points of the lesson	points of the lesson	content is done
	Lesson	learning point		•		
		effectively	Provide reflective	After each class		
		Provides situations for	practice as a means of	student is advised to		
		reflective practice after	evaluation	reflect on the class.		
		each class.				Reflection is not a
		Provides appropriate	Provides remedial		Teacher does not insist	matter of the teacher
		feedback.	measures on alternate		on reflection	
		Provides remedial	days			
		measures daily.				
		Provides enrichment				
		activities for				
		reinforcing the				
		constructed knowledge.				
	1	constructed knowledge.	I	I		

10	Assessment and	Questions for authentic				
	evaluation	assessment of all	assessment of all most	assessment of some	assessment of few	assessment of all
		targeted objectives are	all targeted objectives	targeted objectives are	targeted objectives are	targeted objectives are
		included	are included	included	included	not included
		A clear relationship is	No clear relationship is			
		evident between	evident between	evident between some	evident between few	evident between
		learning objectives and				
		assessment of				
		learning.	learning.	learning.	learning.	learning.
		Assessment tools	Assessment tools	Assessment tools	Assessment tools	Assessment tools do
		contain topic specific	contain majority topic	contain some topic	contain few topic	not contain topic
		criteria to serve as a	specific criteria to	specific criteria to	specific criteria to	specific criteria to
		helpful scaffold for	serve as a helpful			
		learners	scaffold for learners	scaffold for learners	scaffold for learners	scaffold for learners
		Provision for formative	Provision for formative	Provision for formative	Minimum provision for	No provision for
		evaluation through out	evaluation to a greater	evaluation to some	formative evaluation	formative evaluation .
		the session	extent	extent		