

### Student Evaluation Rubric

Category	4	3	2	1
<b>Vocabulary</b>	Defined all new vocabulary accurately	Defined most of the new vocabulary accurately	Only defined a few of the new vocabulary	Failed to define the new vocabulary
<b>Preparedness</b>	Students seemed prepared	Students seemed pretty prepared	Students are somewhat prepared	Students do not seem prepared to teach
<b>Content</b>	Showed a full understanding of the topic	Showed a good understanding of the topic	Showed a good understanding of part of the topic	Students did not seem to understand the topic very well
<b>Stays on Topic</b>	Stayed on topic all (100%) of the time	Stayed on topic most (90-99%) of the time.	Stayed on topic some of the time (89%-75%)	It was hard to tell what the topic was
<b>Comprehension</b>	Students were able to accurately answer almost all questions about the topic posed by classmates	Students were able to accurately answer most questions about the topic posed by classmates.	Students were able to accurately answer a few questions about the topic posed by classmates	Students were unable to answer questions about the topic posed by classmates
<b>Enthusiasm</b>	Made a good attempt to generate a strong interest and enthusiasm about the topic in others.	Made some attempt to generate interest and enthusiasm about the topic in others.	Generated only a little enthusiasm for learning the topic	Did not generate much interest in the topic being presented.
<b>Use of Images</b>	Nice balance of text and images in aiding understanding of material	Nice overall use of images, but too few were used.	A few images were used to help in understanding.	No images were used in the teaching
<b>Beginning and Ending</b>	Clearly had an introduction to the topic and a summary or review of the topic at the end.	Had only a brief introduction and brief conclusion to the teaching.	Had only an introduction but no ending activities or vise versa.	Had no beginning or ending to the teaching.
<b>Class Involvement</b>	Got the whole class involved in learning the material	Got most of the class involved in learning the material	Got only a few members of the class involved in learning the material	Had no class involvement
<b>Handout (if applicable)</b>	Handout was well organized and aided students' learning	Handout was generally helpful to students' learning	Handout was of little value in aiding students' learning	Handout was irrelevant.

Chart adapted from: Doyle, T. (2008). *Helping students learn in a learner-centered environment: A Guide to facilitating learning in higher education*. Sterling: Stylus Publishing (p.168).

**Other constructive feedback:**

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