

TA Teaching Rubric – Applies only to Recitation Sections

Directions: For each numbered indicator, select a letter choice that best describes the TA.

If the TA has required the *Tutorial on Academic Integrity*, then answer Indicator #1 and continue. Start with Indicator #2 if the TA has not required the *Tutorial*.

Indicator	Beginning (A)	Progressing (B)	Proficient (C)	Advanced (D)
1. The NIU Online Tutorial on Academic Integrity is mandated and policies are implemented.	Instructions for completing the online tutorial were not clearly stated at the beginning of the semester.	Instructions for completing the online tutorial were clearly stated at the beginning of the semester but the <u>Certificate of Completion</u> was not collected.	Instructions for completing the online tutorial were clearly stated at the beginning of the semester and the <u>Certificate of Completion</u> was collected.	Instructions for completing the online tutorial were clearly stated at the beginning of the semester; the <u>Certificate of Completion</u> was collected; and there was evidence of consistent enforcement.
2. Objectives at the beginning of the lesson are clearly stated.	Lesson objectives are not communicated to students at the beginning of the lab.	The TA communicates objectives to students.	The TA communicates objectives to students and students are able to seek clarification of the lesson objectives to reach understanding.	Students are able to effectively communicate the lesson objectives to one another.
3. TA is organized and prepared to begin class.	Unorganized and wastes time. Unprepared to teach.	Usually organized and prepared.	Lesson and lab is organized and class always begins on time. TA is prepared to teach the lesson.	Lesson and lab is organized and begin on time with no delays throughout. TA is prepared and knows the content well.
4. Monitors student understanding.	No attempts are made to determine if students understand the lesson.	Occasionally checks for understanding.	Consistently monitors student performance and understanding.	Anticipates areas that may be difficult to understand continually and checks for understanding.
5. Understands how to ask questions to stimulate thinking and discussion.	Lower level or no questioning with little time for student response.	Uses a variety of questioning techniques to stimulate thinking and discussion. Inconsistent in providing adequate response time.	Uses a variety of questioning techniques to stimulate thinking and discussion. Students given adequate time to respond.	Uses questioning techniques to stimulate higher level thinking skills promote meaningful interactions.
6. Gives instructions clearly and completely.	Instructions are unclear and confusing.	Provides basic instruction.	Instructions are clear and complete.	Instructions are clear, complete and all expectations are clearly stated.
7. Shows energy and enthusiasm for teaching and subject matter.	Shows little or no energy or enthusiasm toward teaching and subject matter.	Energy and enthusiasm for teaching and subject matter are inconsistent.	Demonstrates sincere energy and enthusiasm for teaching and subject matter.	Energy and enthusiasm for subject matter inspires students.
8. Writes and speaks clearly and correctly.	Frequent errors in written and oral communication.	Occasional errors in written and oral communication.	Written/oral communication is always informative; expressed in standard English.	Written and oral communication is exemplary.
9. Monitors and adjusts teaching strategies to meet the need of students.	No evidence of monitoring or adjusting teaching strategies.	Occasionally monitors and adjusts teaching strategies.	Consistently monitors student learning to adjust teaching strategies.	Makes individual adjustments in teaching strategies based on individual student learning.
10. Uses appropriate closure activity.	No closure activities.	Closure activities limited to review without connections to past and future learning.	Teacher-led closure activity help students make connections to past and future learning.	Students can express what they have learned during the lesson and make connections to past and future learning.

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11. Fairness of grading evaluation criteria made clear to students.	Evaluation criteria and standards have not been developed.	Evaluation criteria and standards have been developed, but are not clear or have not been communicated to students.	Evaluation criteria and standards are clear and have been communicated to students.	Evaluation criteria and standards are clear and have been communicated. Instructor checks to make sure everyone understands the expectations verbally and in writing.
12. Quizzes and tests are of high quality.	Quizzes and tests are poorly written and often do not relate to the objectives.	Most questions are clear and relate to objectives of the lesson.	Questions are clearly written and relate to the objectives.	Questions are clearly written and cover all of the objectives of the lesson. Questions provide an accurate way for students to demonstrate their understanding of the lesson objectives.
13. Feedback to students.	Minimal feedback given to students.	Feedback to students is general in nature and/or delayed.	Feedback to students is individualized and completed in a timely manner.	Feedback to students is individualized and completed in a timely manner and causes the student to reflect on their own learning.
14. Available outside of class for additional help.	Never available.	Occasionally available by appointment only; office hours limited.	Available by appointment during office hours, or study groups meet at least once a week.	Office hours are adequate and study groups meet at minimum one time per week.
15. Projects professionalism and ethical standards as well as personal integrity in all interactions with students.	Strongly disagree.	Disagree.	Agree.	Strongly agree.
16. Respectful to all students in class.	Strongly disagree.	Disagree.	Agree.	Strongly agree.
17. Promotes an inclusive learning environment regarding student identities (e.g., race, gender) and background experiences.	Strongly disagree.	Disagree.	Agree.	Strongly agree.
18. Maintains clear distinctions/boundary as an instructor while avoiding potential or perceived friendships that may suggest favoritism in the class.	Strongly disagree.	Disagree.	Agree.	Strongly agree.
19. Would you like to have this TA for another recitation section?	Definitely no.	Maybe.	Yes.	Definitely yes.