

| Criteria | | Satisfactory | Need Improvement |
|---------------------|--|--|---|
| Teaching Strategies | | <ul style="list-style-type: none"> ● Teaching strategies and assessments were aligned to the objectives ● Students' prior knowledge levels were either assessed explicitly or assumptions were articulated in demonstration framing. ● Smooth transitions between different parts of the lesson. ● Used appropriate activities to create teacher/student and/or student/student interaction ● Regular comprehension checks ranging from low-level recall to higher-order thinking skills. | <ul style="list-style-type: none"> ● Teaching strategies and assessments methods were not aligned to the objectives. ● Students' prior knowledge levels on the topic were not considered. ● It was difficult to follow the lesson. ● No activities were used to create interactivity. ● No comprehension checks. |
| Organization | | <ul style="list-style-type: none"> ● Demonstration is framed in the beginning with explicit reference to (a) measurable objectives, (b) relevant student and (c) instructor activities in the session and associated formative and/or summative assessments. | <ul style="list-style-type: none"> ● Demonstration is framed in the beginning with a list of topics that will be covered in the session. |
| Preparation | | <ul style="list-style-type: none"> ● The student is well prepared for the presentation | <ul style="list-style-type: none"> ● The student is not prepared for the presentation |
| Reflection | | <ul style="list-style-type: none"> ● Response includes all components and meets all requirements indicated in the instructions. Each question is addressed thoroughly. | <ul style="list-style-type: none"> ● Reflection is incomplete |