

# Instructional Methodology 2

## Assignment: Micro-teaching

Marks: ...../30  
Percentage: .....%

Names: .....

Topic: .....

.....

	3 marks	2 marks	1 marks	
<b>Lesson Plan</b>	Objectives for the lesson are relevant. Procedures are clear and coherent. All activities are designed to achieve the objectives.	Most objectives are relevant. Procedures are clear and somewhat not coherent. Most activities are designed to achieve the objectives.	Some objectives are relevant. Procedures are not clear or coherent. The activities are somewhat related to the objectives.	
<b>Teaching Exercise</b>				
	<b>9 marks</b>	<b>6-8 marks</b>	<b>3-5 marks</b>	<b>1-2 marks</b>
<b>Theoretical Principles</b>	Demonstrate thorough knowledge and clear understanding of the major concepts of the theory. Correct, appropriate and effective examples and illustrations are utilized to facilitate learners' understanding of the concept.	Demonstrate adequate knowledge and understanding of the major concepts of the theory. Examples and illustrations utilized to facilitate learners' understanding of the theory were appropriate but somewhat ineffective.	Demonstrate satisfactory knowledge and understanding of the major concepts of the theory. Examples and illustrations utilized to facilitate learners' understanding of the theory are appropriate but are ineffectively used.	Demonstrate little knowledge and understanding of the major concepts of the theory. Examples and illustrations utilized to facilitate learners' understanding of the theory are somewhat appropriate but ineffectively used.
	<b>5 marks</b>	<b>3-4 marks</b>	<b>1-2 marks</b>	
<b>Implications for Teaching</b>	Two implications of how the theory can impact how the teacher teaches are thoroughly explained with at least two appropriate examples used to clarify the points.	Two implications of how the theory can impact how the teacher teaches are explained but with identifiable gaps. At least two relevant examples are used to clarify the points.	Two implications of how the theory can impact how the teacher teaches are indicated but not well explained. Examples do not add much clarity to the points. <b>Or</b> Two implications are indicated with explanation provided for one. Only one example is used to clarify the points.	
	<b>5 marks</b>	<b>3-4 marks</b>	<b>1-2 marks</b>	
<b>Implications for</b>	Two implications of how the	Two implications of how the	Two implications of how the	

<b>Learning</b>	theory can impact learning are thoroughly explained with at least two appropriate examples used to clarify the points.	theory can impact learning are explained with identifiable gaps. At least two appropriate examples are used to clarify the points.	theory can impact learning are indicated but not well explained. Examples do not add much clarity to the points. <b>Or</b> Two implications are indicated with explanation provided for one. Only one example is used to clarify the points.	
<b>Teaching Strategies</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
	2 interactive strategies are appropriately and effectively used to enhance students' understanding of the concept.	2 interactive strategies used. Only one (1) strategy is appropriately and effectively used to enhance students' understanding of the concept.	Only one (1) interactive strategy used. Strategy appropriately and effectively used to enhance students' understanding of the concept.	One interactive strategy employed but it is not appropriate for lesson. <b>OR</b> Strategy is not effectively used to enhance students' understanding of the theory.
<b>Language and Organisation</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 marks</b>	<b>0-0.5 mark</b>
	Speech was clearly audible and appropriately paced with no enunciation errors. Variation in tone was used effectively. Less than 3 grammatical & spelling errors in written components.	Speech was fairly audible, appropriately paced and contained 1-5 enunciation errors. Used some variation in tone. Written work contained 4-6 grammatical & spelling errors.	Speech was unclear at times, pacing was inappropriate and contained 6-10 enunciation errors. Written work contained seven (7) or more grammatical & spelling errors.	Speech is mostly unclear and contained more than 10 enunciation errors. Written components were replete with grammatical & spelling errors.
<b>Time Management</b>	<b>1 mark</b>	<b>.5 mark</b>	<b>0 mark</b>	
	Lesson plan submitted on time. Lesson completed within the given time.	Lesson plan submitted on time. Lesson not completed within given time or vice versa.	Lesson plan not submitted on time. Lesson not completed within the given time.	