

GUIDELINES TO ACCOMPANY ITA RATING SHEET

OVERALL LANGUAGE COMPREHENSIBILITY

<u>Pronunciation</u>	. clear and easily intelligible	▶ 1
	. very few errors, causing minimal interference in delivery of instruction	> 2
	. errors cause occasional interference	> 3
	. errors cause frequent interference	> 4
	. errors prevent clear delivery of instruction	> 5
<u>Grammar</u>	. few to no errors	▶ 1
	. very few errors, causing minimal interference in delivery of instruction	> 2
	. errors cause occasional interference	> 3
	. errors cause frequent interference	> 4
	. errors prevent clear delivery of instruction	> 5
<u>Fluency</u>	. speech is smooth, has pauses, and has an appropriate speech rate	▶ 1
	. speech causes minimal interference to delivery of instruction	> 2
	. occasional interference	> 3
	. frequent interference	> 4
	. lack of fluency prevents clear delivery of instruction	> 5

CULTURAL ABILITY: *Awareness of cultural, verbal, and non-verbal behavior in a U.S. teaching environment.*

➤ **Examples of cultural, verbal and non-verbal behavior to evaluate, if applicable:** the ITA's knowledge of and appropriate use of idiomatic language and body language; the ITA's knowledge of U.S. classroom behavior, such as student-teacher interaction; the ITA's awareness of what constitutes rude or insensitive behavior, such as not acknowledging a student's question or turning away from a student who is talking.

<u>Familiarity with Cultural Language</u>	. demonstrates ease with and awareness of appropriate vocabulary, register, and tone in a classroom setting	▶ 1
	. awareness of vocabulary, register, and tone	> 2
	. occasional unawareness, causing minimal interference	> 3
	. frequent unawareness, causing interference	> 4
	. lack of cultural awareness prevents effective classroom instruction	> 5
<u>Appropriate Non-Verbal Behavior</u>	. demonstrates ease with and awareness of appropriate non-verbal behavior	▶ 1
	. awareness of appropriate non-verbal behavior	> 2
	. occasional unawareness of appropriate non-verbal behavior, causing minimal interference	> 3
	. frequent unawareness, causing interference	> 4
	. lack of awareness prevents effective delivery of instruction	> 5
<u>Rapport with Class</u> * <i>ITA teaches what class needs, not just what s/he knows.</i>	. demonstrates very good understanding of the class's needs and fosters a positive learning environment	▶ 1
	. fair understanding, with minimal interference in effective delivery of instruction	> 2
	. occasionally misunderstands needs of class, causing some interference in instruction	> 3
	. frequently misunderstands needs of class and does not foster a positive learning environment	> 4
	. lack of rapport with class prevents effective delivery of instruction	> 5

COMMUNICATION SKILLS

<u>Development of Explanation</u>	. develops explanations that are logical, relevant, and complete; is able to paraphrase when needed	▶ 1
	. explanations are logical, relevant, and complete	> 2
	. explanations are adequate	> 3
	. explanations are not immediately logical, relevant, or complete	> 4
	. weak explanations prevent clear delivery of instruction	> 5
<u>Clarity of Expression:</u>	<i>includes enunciation; volume of voice; pace of speech; and compensation for weaknesses, if applicable</i>	
	. clarity of expression results in an effective delivery of instruction	▶ 1
	. clarity of expression is adequate for effective delivery of instruction	> 2
	. causes occasional interference	> 3
	. causes frequent interference	> 4
	. lack of enunciation, volume, pace, and/or compensation for weaknesses prevent clear delivery of instruction	> 5
<u>Use of Supporting Evidence</u>	. provides ample supporting evidence	▶ 1
	. some supporting evidence	> 2
	. little supporting evidence, leaving some of his/her explanations unclear	> 3
	. little supporting evidence, leaving most of his/her explanations unclear	> 4
	. lack of supporting evidence prevents effective delivery of instruction	> 5
<u>Eye Contact</u>	. makes appropriate use of eye contact and includes whole class	▶ 1
	. eye contact is appropriate and includes most of class	> 2
	. eye contact is adequate	> 3
	. eye contact is occasionally distracting, too infrequent, and/or inappropriate	> 4
	. inappropriate or lack of eye contact prevents effective delivery of instruction	> 5
<u>Use of Chalkboard/Overhead Projector</u>	. makes appropriate use of visual aids which aid in delivery of instruction	▶ 1
	. adequate use of visual aids which aid in delivery of instruction	> 2
	. use of visual aids causes occasional interference with instruction	> 3
	. use of visual aids causes frequent interference with instruction	> 4
	. lack of visual aids prevents clear delivery of instruction	> 5
<u>Enthusiasm/Presence:</u>	<i>includes body language, vocal tone, and confidence in a classroom setting</i>	
	. enthusiasm/presence promotes a positive learning environment	▶ 1
	. enthusiasm/presence allows effective instruction	> 2
	. enthusiasm/presence is neutral to learning environment	> 3
	. enthusiasm/presence detracts from learning environment	> 4
	. lack of enthusiasm/presence prevents effective delivery of instruction	> 5

INTERACTION WITH STUDENTS

<u>Listening & Responding to Questions</u>	. almost always understands questions and comments, knows how to ask students for clarification when needed, and is able to address students' questions	▶ 1
	. almost always understands questions and comments, and is able to address students' questions	> 2
	. only occasionally misunderstands, and usually responds appropriately	> 3
	. frequently misunderstands, causing interference in instruction, and/or frequently responds inappropriately	> 4
	. lack of listening comprehension and/or lack of appropriate responses hinders instruction	> 5