

RUBRIC OF EVALUATION

CLT-Based Teaching Practice Rubric: Methodological Process Focus

Stage	Excellent (2)	Good (1,5)	Fair (1)	Needs Improvement (0,5)
1. Lesson Background & Context Setting	Clear, relevant context; learning objectives and communicative purpose are well defined and shared with students.	Relevant context and objectives provided, though not always explicitly connected.	Some context given, but lacks clarity or is loosely connected to the lesson.	No clear context or objectives; lesson appears disconnected from real use.
2. Vocabulary	Target vocabulary/structures are introduced meaningfully and interactively in context.	Vocabulary is introduced with some context and student involvement.	Vocabulary introduced mostly through explanation or translation.	Vocabulary is listed or drilled with no context or communicative aim.
3. Presentation Input of the language	Engaging, authentic receptive task used to present the topic; students interact with the text meaningfully.	Receptive skill activity supports topic introduction but may lack depth or authenticity.	Receptive skill task present but only loosely related to the lesson aim.	No receptive skill used or task lacks clarity, purpose, or interaction.
4. Practice Phase (Controlled Production)	Communicative tasks allow students to practice form and meaning interactively (e.g., pair work)	Practice tasks are somewhat communicative and allow limited interaction.	Practice focuses mostly on form (e.g., fill-ins, drills); little communication.	Practice is mechanical and non-communicative (rote or isolated drills).
5. Production Phase (Freer Production)	Learners use language creatively in a real-life or meaningful communicative task (e.g., discussion, writing an email, role play).	Task encourages student output with some communicative purpose.	Limited opportunity for genuine language use; task is form-focused.	No real production stage or task lacks communicative value.
6. Coherence & Flow of	Lesson stages are logically	Stages generally	Stages somewhat	No clear progression: stages

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Methodological Stages	sequenced, smoothly connected, and support communicative goals.	follow logical order; some transitions may be unclear.	disconnected; lesson lacks flow.	are missing or poorly connected.
7. Meaningful Context	Language taught in rich, realistic contexts that support understanding and use.	Language presented in relevant contexts, though not always realistic.	Some effort to use context, but often unclear or disconnected.	No clear context for language; isolated vocabulary/grammar teaching.
8. Use of Target Language	Teachers use the target language consistently and purposefully, as well as fluently and accurately	Teacher models use of the target language; not always fluently and accurately	Target language used inconsistently, somehow fluently and accurately	Minimal use of the target language in class.
