**Teaching Practice Evaluation Rubric: Task-Based Learning (TBL) Method**

| **Criteria** | **Excellent (2)** | **Good (1,5)** | **Fair (1)** | **Needs Improvement (0,5)** |
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| **Pre-task Stage** *Preparation & Engagement* | Clearly introduces topic and context. Prepares students effectively with relevant input (e.g., vocabulary, structures, examples). Motivates and engages learners. | Topic and context are introduced. Some relevant input is provided. Students are generally prepared and interested. | Introduction is brief or vague. Limited input provided. Student engagement is moderate. | Topic is unclear or skipped. Input is missing or irrelevant. Students show confusion or disinterest. |
| **Task Stage** *Learner-centered Communication* | Students work meaningfully on a real-world task. Teacher monitors supportively without interrupting. Interaction is rich and student-led. | Students complete the task with some support. Teacher monitoring is helpful. Student interaction is mostly active. | Task is somewhat mechanical. Teacher over-assists or under-monitors. Student interaction is limited. | Task is unclear or controlled. Teacher dominates. Little to no student interaction or task completion. |
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| **Post-task Stage** *T. worked out specific features of the language**Ss. New practice* | Students report results clearly. Teacher provides focused, effective language feedback (form, accuracy, improvement). | Students report task outcomes. Teacher provides some language feedback and clarification. | Reporting is rushed or superficial. Language feedback is general or delayed. | Reporting phase is missing or unclear. No meaningful language feedback is provided. |
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| **Use of Materials and Resources** | Materials are well-designed, authentic/relevant, and support task success. | Materials are appropriate and support the lesson. | Materials are basic, somewhat related to the task. | Materials are inappropriate or missing. Do not support task success. |
| **Teacher’s Language and Interaction***Fluency**Accuracy* | Language is clear, appropriate, and adapted to students’ level. Encourages student autonomy. | Language is generally appropriate. Encourages participation. | Language is sometimes unclear or too complex. Limited student encouragement. | Teacher’s language hinders understanding. Minimal interaction or support. |