

### Grammar teaching rubric + tips

| Criteria                                   | Excellent (4)   | Good (3)   | Fair (2)  | Needs Improvement (1)  |
|--|---|--|---|--|
| <b>Clear Objective and Context</b>         | Lesson objectives are aligned with student needs and proficiency levels. The context of language use is well-established and meaningful to students.  | Lesson objectives may lack clarity or alignment with student needs. The context of language use is somewhat established but could be more engaging or relevant.  | Lesson objectives are unclear or not well-aligned with student needs, hindering understanding. The context of language use is vague or unrelated to students' interests or experiences.                 | Lesson objectives are absent or unclear, making it difficult for students to understand the purpose of the lesson. The context of language use is irrelevant or confusing for students.        |
| <b>Inductive Student-Centered Teaching</b> | Inductive approach effectively encourages student exploration and discovery of grammar rules through meaningful examples and guided practice. Students are actively involved in the learning process.             | Inductive approach is utilized, but student engagement and participation may vary. Some students may require additional support or guidance in the discovery process.                                    | Inductive approach is attempted but lacks effectiveness in engaging students or guiding them to understanding. Teacher may need to provide more scaffolding or support.                                 | Teacher relies on deductive methods rather than inductive teaching, limiting student involvement and understanding. Little to no opportunity for student exploration or discovery is provided. |
| <b>Contextualization of Language</b>       | Language concepts are presented within authentic contexts, making them relevant and meaningful to students' lives. Connections between grammar concepts and real-world use are clearly established.               | Language concepts are contextualized to some extent but may lack depth or relevance to students' experiences. Connections between grammar and real-world use are somewhat clear.                         | Language concepts are presented with limited contextualization, making it difficult for students to understand their practical application. Connections between grammar and real-world use are unclear. | Language concepts are presented in isolation without meaningful context, hindering students' ability to apply them in real-life situations.  |
| <b>Interaction and Engagement</b>          | Opportunities for student interaction are abundant, fostering collaboration, peer learning, and communication in the target language. Students are highly engaged and actively participate throughout the lesson. | Some opportunities for student interaction are provided, but engagement may vary among individuals or groups. Teacher may need to facilitate interaction more effectively.                               | Limited opportunities for student interaction are provided, impacting engagement and participation. Teacher may need to encourage and facilitate interaction more intentionally.                        | Student interaction is minimal or non-existent, resulting in low engagement and passive learning.  |
| <b>Materials and Resources</b>             | Supplementary materials are varied, authentic, and effectively support the grammar concepts being taught. They enhance student engagement and comprehension.  | Supplementary materials are mostly appropriate but may lack variety or authenticity in some instances. They somewhat support student learning but could be improved.                                     | Supplementary materials are insufficient or not well-integrated into the lesson, impacting student engagement and understanding. They may not effectively support student learning.                     | Supplementary materials are irrelevant, outdated, or absent, hindering student comprehension and interest in the lesson.   |
| <b>Modeling and Scaffolding</b>            | Teacher effectively models language structures and provides scaffolding to support students' understanding and production of grammar concepts. Scaffolding is gradually reduced as students gain proficiency.     | Teacher provides adequate modeling and scaffolding, but may occasionally overlook student difficulties or fail to adjust support levels accordingly.   | Teacher attempts to provide modeling and scaffolding, but it is inconsistent or insufficient to support student learning effectively. Scaffolding may not be adjusted based on student needs.           | Teacher's modeling and scaffolding are minimal or ineffective, leaving students unsupported in their learning. Little to no adjustment in scaffolding is observed.                             |
| <b>Grammar Checking and Feedback</b>       | Teacher offers constructive feedback on students' language use, focusing on accuracy while also valuing communication. Error correction is provided sensitively and encourages student self-correction.           | Teacher provides feedback on language use, but it may lack specificity or fail to encourage student self-correction. Error correction may be inconsistent or overly focused on accuracy.                 | Teacher attempts to provide feedback on language use, but it is infrequent or ineffective in promoting student improvement. Error correction may be overly critical or discouraging.                    | Teacher rarely provides feedback on language use, leaving students unsure of their progress. Error correction, if provided, may be punitive and demotivating.                                  |
| <b>Classroom Language</b>                  | Teacher uses appropriate and clear language to explain grammar concepts and instructions, ensuring students' comprehension. Classroom language is comprehensible and accessible to learners.                      | Teacher generally uses clear language but may occasionally use complex vocabulary or unclear instructions. Classroom language is mostly comprehensible but could be simplified for better understanding. | Teacher's language use occasionally confuses students or lacks clarity, affecting their understanding. Classroom language may not always be comprehensible to learners.                                 | Teacher's language use is often unclear, causing significant confusion among students. Classroom language is rarely comprehensible, hindering student understanding.                           |

## Grammar teaching rubric + tips

Here are some grammar teaching tips:

1. **Start with Real-life Contexts:** Introduce grammar concepts within authentic contexts that are relevant and meaningful to students' lives. Use everyday situations, stories, or activities that students can relate to.
2. **Use Guided Discovery:** Pose questions or present examples that prompt students to analyze language patterns and draw conclusions on their own. Provide guidance and support as needed, but allow students to actively engage in discovering grammar rules.
3. **Provide Rich Examples:** Offer a variety of examples that illustrate the target grammar structure in different contexts. Include both spoken and written examples, as well as authentic materials such as songs, poems, or short stories.
4. **Encourage Collaboration:** Foster collaborative learning environments where students can work together to explore and discuss language patterns. Encourage peer teaching and sharing of ideas to deepen understanding.
5. **Facilitate Inquiry-based Activities:** Design activities that encourage inquiry and exploration, such as problem-solving tasks, puzzles, or games that require students to use the target grammar structure in context.
6. **Offer Scaffolded Support:** Provide scaffolding to support students' learning journey, starting with more structured guidance and gradually fading it as students become more proficient in the language. Offer hints, prompts, and modeling as needed.
7. **Promote Critical Thinking:** Encourage students to think critically about language use by asking open-ended questions that prompt reflection and analysis. Encourage them to consider why certain language structures are used in specific contexts.
8. **Focus on Communication:** Emphasize the communicative aspect of language learning by providing opportunities for students to use the target grammar structure in meaningful communication tasks. Encourage authentic language production and interaction.
9. **Provide Feedback:** Offer constructive feedback that focuses on the effectiveness of communication rather than solely on accuracy. Encourage self-correction and reflection, and praise students' efforts in using the language creatively and meaningfully.
10. **Reflect and Review:** Take time to reflect on students' learning experiences and review key insights gained during the lesson. Encourage students to reflect on their own learning process and how they can apply their understanding of grammar rules in real-life situations.
11. **Be Flexible and Responsive:** Be flexible in your teaching approach and responsive to students' needs and interests. Adapt your lesson plans and activities based on student feedback and observations to ensure maximum engagement and learning.
12. **Promote Autonomy:** Encourage students to take ownership of their learning by providing opportunities for independent exploration and self-directed learning. Offer resources and guidance for further practice outside the classroom.