

DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE
Component 3a: Communicating Clearly and Accurately

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
Directions and Procedures	Educator’s directions and procedures are confusing to learners.	Educator’s directions and procedures are clarified after initial learner confusion.	Educator’s directions and procedures are clear to learners.	Educator’s directions and procedures are clear to learners and anticipate possible learner misunderstanding.
Use of Oral and Written Language	Educator’s spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving learners confused.	Educator’s spoken language is audible and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is inappropriate to the learners’ ages or backgrounds.	Educator’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the learners’ ages and interests.	Educator’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Educator finds opportunities to extend learners’ vocabularies.
Providing Feedback to Learners	Feedback is either not provided or is of uniformly poor quality. Feedback is not provided in a timely manner.	Feedback is inconsistent in quality, timeliness is inconsistent, and it does not take into account age, background and disability.	Feedback is consistently of high quality, provided in a timely fashion, and does take into account age, background and disability.	Feedback is consistently high quality, provided in a timely fashion and takes into account age, background and disability. Provision is made for students to learn to use feedback in their learning.

Indicators / Evidence / Artifacts:

- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language