



**TSTA ORAL EXAMINATION: TEACHING SEGMENT**  
**Form 12.11.8**  
**SCORING SHEET**

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Each of the eight following areas is graded on a 5-point scale. Select the number rating which you believe best describes the candidate's performance.

<b>1. GRASP OF SUBJECT MATTER (TA OR OTHER MATERIAL)</b>						<i>101</i>	<i>P.M.</i>
<i>101</i>	5	4	3	2	1	1 _____	1 _____
<i>P.M.</i>	5	4	3	2	1	2 _____	2 _____
	Excellent command of the subject		Moderate command of the subject	Poor command of the subject		3 _____	3 _____
						4 _____	4 _____
						=====	=====

<b>2. ORGANIZATION AND CLARITY</b>						<i>101</i>	<i>P.M.</i>
<i>101</i>	5	4	3	2	1	1 _____	1 _____
<i>P.M.</i>	5	4	3	2	1	2 _____	2 _____
	Material flows logically points and clear and easy to follow		Fairly organized and understandable	Unorganized and difficult to understand		3 _____	3 _____
						4 _____	4 _____
						=====	=====

<b>3. CREATIVITY AND ENTHUSIASM</b>						<i>101</i>	<i>P.M.</i>
<i>101</i>	5	4	3	2	1	1 _____	1 _____
<i>P.M.</i>	5	4	3	2	1	2 _____	2 _____
	New and imaginative ways of teaching; stimulates high interest in participants		Moderately interesting and motivated	Dull and unimaginative		3 _____	3 _____
						4 _____	4 _____
						=====	=====

<b>4. PACING</b>						<i>101</i>	<i>P.M.</i>
<i>101</i>	5	4	3	2	1	1 _____	1 _____
<i>P.M.</i>	5	4	3	2	1	2 _____	2 _____
	Skilled at adjusting the rate of presentation in order to maximize participant comprehension		Fairly good rate of presentation	Too fast or too slow for participant comprehension		3 _____	3 _____
						4 _____	4 _____
						=====	=====

<b>5. TEACHER-GROUP INTERACTION</b>						<i>101</i>	<i>P.M.</i>
<i>101</i>	5	4	3	2	1	1 _____	1 _____
<i>P.M.</i>	5	4	3	2	1	2 _____	2 _____
	Excellent contact with audience and showed skill in handling questions		Aware of audience and answered questions okay	Seemed out of touch with audience and unable to respond well to questions		3 _____	3 _____
						4 _____	4 _____
						=====	=====

**6. LEARNING THEORY AND METHOD**

	5	4	3	2	1	101	P.M.
101	5	4	3	2	1	1	1
P.M.	5	4	3	2	1	2	2
Clear coherence between theory of learning and demonstrated method			Some coherence between theory and practice		Little or no coherence between theory and practice	3	3
						4	4

**7. SUITABILITY OF TEACHING TO AUDIENCE**

	5	4	3	2	1	101	P.M.
101	5	4	3	2	1	1	1
P.M.	5	4	3	2	1	2	2
Content and method address and meet the learning goals of the audience			Moderately good match of teaching to audience		Little or no match	3	3
						4	4

**8. PROTECTION AND PERMISSION**

	5	4	3	2	1	101	P.M.
101	5	4	3	2	1	1	1
P.M.	5	4	3	2	1	2	2
Clear contracts and boundaries in the learning/teaching process			Adequate demonstration of attention to contracts and boundaries		Lack of clear contracts and boundaries	3	3
						4	4

In light of the above evaluation and examiners' confidence in the candidate, the following votes to certify or defer are made. The total average score must be at least **24** in order to be certified.

Points are to be used as a guide and the judgment of the examiners is the final decision. However, deferment is automatic if a candidate receives a rating of '1' from *all* of the examiners in any one category.

If two examiners vote to defer, the candidate is deferred (no process facilitator is called).

<p>A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, <i>only</i> the chairperson or a board member (through the chairperson) can call for a process facilitator.</p> <p>The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.</p>	<b>TOTALS</b>
	1 _____
	2 _____
	3 _____
	4 _____

EXAMINER'S NAME	CERTIFY	DEFER	TOTAL
1. _____	[    ]	[    ]	
2. _____	[    ]	[    ]	
3. _____	[    ]	[    ]	TOTAL AVERAGE _____ (total divided by 4)
4. _____	[    ]	[    ]	

**PLEASE PUT ALL COMMENTS ON A SEPARATE SHEET OF PAPER**