Criteria	Greatly Exceeds Expectations (Excellent) 5 points	Exceeds Expectations (Good) 4 points	Meets Expectations (Satisfactory) 3 points	Below Expectations (Fair) 2 points	Does Not Meet Expectations (Poor) 1 point
Did the instructor assign reading prior to class? (1 point)					Yes/No
Did the instructor introduce the subject of the class? (1 point)					Yes/No
Did the instructor use live-coding? (3 points)					Yes/No
Knowledge of Subject Matter	Demonstrates masterful knowledge of the subject matter.	Demonstrates above average knowledge of the subject matter.	Demonstrates adequate/average knowledge of the subject matter.	Demonstrates below average knowledge of the subject matter.	Demonstrates a very poor knowledge of the subject matter.
Orderly Sequence: Does the sequence follow the "Teach Most Useful First" strategy?	The logical progression of the lesson topics is demonstrated with superior mastery. The lesson easily flows well from topic to topic.	The logical progression of the lesson topics is demonstrated with above average mastery. The lesson easily flows well from topic to topic.	The logical progression of the lesson topics is demonstrated with average/adequate competency. The lesson adequately flows from topic to topic.	The logical progression of the lesson topics is demonstrated with below average competency. The lesson does not adequately flow from topic to topic.	The logical progression of the lesson is demonstrated with poor competency. The lesson does not adequately flow from topic to topic.
Did the instructor use strategies to establish value?	Connected the material to students' interests. Provided authentic, real-world tasks. Demonstrated the relevance of higher-level skills to students' future professional lives. Showed passion and enthusiasm for the discipline.	Demonstrates an above average ability to establish value during the lesson.	Demonstrates an adequate/average ability to establish value during the lesson.	Demonstrates a below average ability to establish value during the lesson.	Demonstrates a very poor ability to establish value during the lesson.

Did the instructor use strategies to build positive expectations?	Identified an appropriate level of challenge. Created assignments that provide an appropriate level of challenge. Provided early success opportunities.	Demonstrates an above average ability to build positive expectations.	Demonstrates an adequate/average ability to build positive expectations.	Demonstrates a below average ability to build positive expectations.	Demonstrates a very poor ability to build positive expectations.
Did the instructor avoid demotivating phrases, interactions, experiences?	Avoided talking with scorn about any tool. Avoided the J word ("just") or other demotivating words. Avoided taking over learner's keyboard. Avoided phrases like "I can't believe you don't know X"	Demonstrates an above average ability to avoid demotivating phrases, interactions, experiences.	Demonstrates an adequate/average ability to avoid demotivating phrases, interactions, experiences.	Demonstrates a below average ability to avoid demotivating phrases, interactions, experiences.	Demonstrates a very poor ability to avoid demotivating phrases, interactions, experiences.

Total points:

Comments regarding positive aspects of the presentation:

Constructive comments and suggestions for improvement where applicable. Comments/suggestions for changes should be action-based. For example, phrases like "clarity needs improvement" are not as effective as "eliminating redundant material would improve clarity". Note how the second phrase includes an action statement or verb ("eliminating…") making it clear what action can be taken to make the suggested improvements: