

ED9045 Assessment Rubric 2020: Interactive Oral

Skill 1: (30%)

	Grade	Excellent 70%+ 21-30 marks	Very good 60-70% 18-20.5	Good 50-60% 15-17.5	Satisfactory 40-50% 12-14.5	Not satisfactory >40% >12
<p>Skill #1 - Discuss your chosen big book in relation to a given skill. The relevance of the student's argument should include a clear definition of the skill, identification of the function of the skill, its characteristics and practical application.</p>		The response succinctly and comprehensively references supporting evidence and theory to define the skill and very clearly identifies its function and characteristics within the context of practical applications of the big book.	The response accurately references supporting evidence and theory to define the skill and clearly identifies its function and characteristics within the context of practical applications of the big book.	The response outlines the skill, references some evidence and/or theory to identify functions and/or characteristics within the context of practical applications of the big book. The response	The response superficially outlines the skill, referencing limited evidence and/or theory to identify some functions and/or characteristics within the context of practical applications of the big book.	The response did not sufficiently outline the skill. Evidence and/or theory was referenced incorrectly/poorly or was absent in the identification of functions and/or characteristics within the context of the practical applications of the big book.
<p>Skill #1 - Rationale and theoretical underpinnings Student's answer correctly identifies the issues and the answer is convincing of a particular perspective or justified position drawing on policy documents (PLC) and professional readings.</p>		The response demonstrates a balanced awareness and comprehensive knowledge of issues by providing an exceptional level of analysis. The student shares an insightful synthesis in forming their perspective or position, drawing on the PLC and an extensive range of professional readings.	The response demonstrates a balanced awareness and accurate knowledge of issues by providing a thorough level of analysis. The student shares convincing synthesis in forming their perspective or position, drawing on the (PLC) a well-chosen range of professional readings.	The response demonstrates an adequate level of knowledge of issues by providing an acceptable level of analysis. The student shows some attempt to synthesise in forming their perspective or position, drawing on the (PLC) a range of professional readings.	The response demonstrates a superficial level of knowledge of issues. Analysis tends to be surface-level only. In forming their perspective or position, the student provides some connections to policy documents (PLC) and/or professional readings though some sources may not be appropriate.	Little or no attempt to demonstrate knowledge of issues. The analysis is flawed and in forming their perspective or position, there are few or no accurate connections to policy documents (PLC) and/or professional readings.

<p>Skill #1 - Planning, progression and differentiation Ability to clearly articulate how to plan for this skill within and across lessons. Demonstrates a clear understanding of the relevance of this skill in other reading/writing situations.</p>		<p>The response includes a well-formed, critical view. The planning for this skill has been innovatively and insightfully applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries.</p>	<p>The response includes a clear, critical view. The planning for this skill demonstrates that original thought has been applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries.</p>	<p>A critical view is evident in the response. The planning for this skill demonstrates that some original thought has been applied within and/or across lessons and recommendations, whilst not representative of new knowledge, are provided.</p>	<p>A critical view is somewhat evident in the response. The planning for this skill demonstrates that a repetition of ideas provided across the module workshops has been applied within and/or across lessons. Some recommendations are offered, though they are not representative of new knowledge.</p>	<p>A critical view is not provided in the response. The planning for this skill is loosely/inaccurately linked to module-based/original ideas. There is little or no application of planning within or across lessons and recommendations, if offered are not appropriate.</p>
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Skill 2: (30%)

	Grade	Excellent 70%+ 21-30 marks	Very good 60-70% 18-20.5	Good 50-60% 15-17.5	Satisfactory 40-50% 12-14.5	Not satisfactory >40% >12
<p>Skill #2 - Discuss your chosen big book in relation to a given skill. The relevance of the student's argument should include a clear definition of the skill, identification of the function of the skill, its characteristics and practical application.</p>		<p>The response succinctly and comprehensively references supporting evidence and theory to define the skill and very clearly identifies its function and characteristics within the context of practical applications of the big book.</p>	<p>The response accurately references supporting evidence and theory to define the skill and clearly identifies its function and characteristics within the context of practical applications of the big book.</p>	<p>The response outlines the skill, references some evidence and/or theory to identify functions and/or characteristics within the context of practical applications of the big book. The response</p>	<p>The response superficially outlines the skill, referencing limited evidence and/or theory to identify some functions and/or characteristics within the context of practical applications of the big book.</p>	<p>The response did not sufficiently outline the skill. Evidence and/or theory was referenced incorrectly/poorly or was absent in the identification of functions and/or characteristics within the context of the practical applications of the big book.</p>

<p>Skill #2 - Rationale and theoretical underpinnings</p> <p>Student's answer correctly identifies the issues and the answer is convincing of a particular perspective or justified position drawing on policy documents (PLC) and professional readings.</p>		<p>The response demonstrates a balanced awareness and comprehensive knowledge of issues by providing an exceptional level of analysis. The student shares an insightful synthesis in forming their perspective or position, drawing on the PLC and an extensive range of professional readings.</p>	<p>The response demonstrates a balanced awareness and accurate knowledge of issues by providing a thorough level of analysis. The student shares convincing synthesis in forming their perspective or position, drawing on the (PLC) a well-chosen range of professional readings.</p>	<p>The response demonstrates an adequate level of knowledge of issues by providing an acceptable level of analysis. The student shows some attempt to synthesise in forming their perspective or position, drawing on the (PLC) a range of professional readings.</p>	<p>The response demonstrates a superficial level of knowledge of issues. Analysis tends to be surface-level only. In forming their perspective or position, the student provides some connections to policy documents (PLC) and/or professional readings though some sources may not be appropriate.</p>	<p>Little or no attempt to demonstrate knowledge of issues. The analysis is flawed and in forming their perspective or position, there are few or no accurate connections to policy documents (PLC) and/or professional readings.</p>
<p>Skill #2 - Planning, progression and differentiation</p> <p>Ability to clearly articulate how to plan for this skill within and across lessons. Demonstrates a clear understanding of the relevance of this skill in other reading/writing situations.</p>		<p>The response includes a well-formed, critical view. The planning for this skill has been innovatively and insightfully applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries.</p>	<p>The response includes a clear, critical view. The planning for this skill demonstrates that original thought has been applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries</p>	<p>A critical view is evident in the response. The planning for this skill demonstrates that some original thought has been applied within and/or across lessons and recommendations, whilst not representative of new knowledge, are provided.</p>	<p>A critical view is somewhat evident in the response. The planning for this skill demonstrates that a repetition of ideas provided across the module workshops has been applied within and/or across lessons. Some recommendations are offered, though they are not representative of new knowledge.</p>	<p>A critical view is not provided in the response. The planning for this skill is loosely/inaccurately linked to module-based/original ideas. There is little or no application of planning within or across lessons and recommendations, if offered are not appropriate.</p>

Skill 3: (30%)

	Grade	Excellent 70%+ 21-30 marks	Very good 60-70% 18-20.5	Good 50-60% 15-17.5	Satisfactory 40-50% 12-14.5	Not satisfactory >40% >12
<p>Skill #3 - Discuss your chosen big book in relation to a given skill. The relevance of the student's argument should include a clear definition of the skill, identification of the function of the skill, its characteristics and practical application.</p>		The response succinctly and comprehensively references supporting evidence and theory to define the skill and very clearly identifies its function and characteristics within the context of practical applications of the big book.	The response accurately references supporting evidence and theory to define the skill and clearly identifies its function and characteristics within the context of practical applications of the big book.	The response outlines the skill, references some evidence and/or theory to identify functions and/or characteristics within the context of practical applications of the big book. The response	The response superficially outlines the skill, referencing limited evidence and/or theory to identify some functions and/or characteristics within the context of practical applications of the big book.	The response did not sufficiently outline the skill. Evidence and/or theory was referenced incorrectly/poorly or was absent in the identification of functions and/or characteristics within the context of the practical applications of the big book.
<p>Skill #3 - Rationale and theoretical underpinnings Student's answer correctly identifies the issues and the answer is convincing of a particular perspective or justified position drawing on policy documents (PLC) and professional readings.</p>		The response demonstrates a balanced awareness and comprehensive knowledge of issues by providing an exceptional level of analysis. The student shares an insightful synthesis in forming their perspective or position, drawing on the PLC and an extensive range of professional readings.	The response demonstrates a balanced awareness and accurate knowledge of issues by providing a thorough level of analysis. The student shares convincing synthesis in forming their perspective or position, drawing on the (PLC) a well-chosen range of professional readings.	The response demonstrates an adequate level of knowledge of issues by providing an acceptable level of analysis. The student shows some attempt to synthesise in forming their perspective or position, drawing on the (PLC) a range of professional readings.	The response demonstrates a superficial level of knowledge of issues. Analysis tends to be surface-level only. In forming their perspective or position, the student provides some connections to policy documents (PLC) and/or professional readings though some sources may not be appropriate.	Little or no attempt to demonstrate knowledge of issues. The analysis is flawed and in forming their perspective or position, there are few or no accurate connections to policy documents (PLC) and/or professional readings.
<p>Skill #3 - Planning, progression and differentiation Ability to clearly articulate how to plan for this skill within and across lessons. Demonstrates a clear understanding of the relevance of this skill in other reading/writing situations.</p>		The response includes a well-formed, critical view. The planning for this skill has been innovatively and insightfully applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries.	The response includes a clear, critical view. The planning for this skill demonstrates that original thought has been applied within and across lessons and recommendations demonstrate new knowledge or knowledge that crosses boundaries	A critical view is evident in the response. The planning for this skill demonstrates that some original thought has been applied within and/or across lessons and recommendations, whilst not representative of new knowledge, are provided.	A critical view is somewhat evident in the response. The planning for this skill demonstrates that a repetition of ideas provided across the module workshops has been applied within and/or across lessons. Some recommendations are offered, though they are not representative of new knowledge.	A critical view is not provided in the response. The planning for this skill is loosely/inaccurately linked to module-based/original ideas. There is little or no application of planning within or across lessons and recommendations, if offered are not appropriate.

<p>Overall organisation, Expression and Flow: (10%) Responses are well crafted, are well-timed. Responses are delivered in a highly impressive and confident manner using appropriate terminology. The student speaks clearly, at an appropriate volume and pace</p>		Responses are exceptionally well crafted and confidently articulated with reference to the digital book, and associated background theory, policy and best practice. Language used is targeted appropriately for the audience, and is responsive to the conversation as it flows. Throughout the oral interview the student speaks clearly, at an appropriate pace and without inappropriate pauses.	Responses are well crafted and articulated with reference to the digital book, and associated background theory, policy and best practice. Language used is targeted appropriately for the audience, and mostly responsive to the conversation as it flows. Throughout most of the oral interview the student speaks clearly, at an appropriate pace and with few inappropriate pauses.	Responses are crafted with some reference to the digital book, and associated background theory, policy and best practice. Language used could be more targeted and responsive to the audience and the conversation flow. The students' clarity of speech and pace was inconsistent at times.	Responses are crafted with some reference to the digital book, but little reference to associated background theory, policy and best practice. As such, the language used was not always targeted and responsive to the audience and the conversation flow. The students' clarity of speech and pace was inconsistent.	Poorly crafted responses with little or no reference to the digital book and associated background theory, policy and best practice. As such, the language used was not targeted and responsive to the audience and the conversation flow. Very little clarity of speech and pace of delivery was poor
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Grade for this assignment: ____ (____%)

Loop Tasks: ____

Total: _____