

Demonstrating a stage from the Written Lesson Plan – Rubrics

sub-skills ability grades	Communication Skills Candidate's ability to present a lesson demonstration in English.	Theories to Practice Candidate's ability to apply the principles of systematic synthetic Phonics and early childhood education.	Strategies Candidate's ability to demonstrate the procedures of a stage from their lesson plan.	Resources Candidate's ability to demonstrate the application of the assessed resource.	Assessments Candidate's ability to demonstrate assessment techniques.
Above standard	*is clear and audible throughout the demonstration.	*is able to apply the principles of systematic synthetic Phonics throughout.	*clearly demonstrates the procedures as they would be conducted in a young learner classroom.	*gives a clear explanation on how they use / adapt their chosen material/s.	*demonstrates how they administer their assessment techniques effectively.
	*uses accurate spoken English throughout with minor mispronunciations that do not impede comprehension.	*is able to apply the principles of early childhood education throughout.	*manages the activity/-ies in the assessed stage effectively.	*demonstrates the use of the assessed resource effectively.	*clearly justifies the chosen assessment technique/s.
To standard	*is clear and audible most of the time.	*is able to apply the principles of systematic synthetic Phonics most of the time.	*adequately demonstrates the procedures as they would be conducted in a young learner classroom.	*gives an adequate explanation on how they use / adapt their chosen material/s.	*demonstrates how they administer their assessment techniques adequately.
	*uses good spoken English most of the time with minor errors that rarely impede comprehension.	*is able to apply the principles of early childhood education most of the time.	*manages the activity/-ies in the assessed stage adequately.	*demonstrates the use of the assessed resource adequately.	*adequately justifies the chosen assessment technique/s.
Almost to standard	*is clear and audible sometimes.	*is able to apply the principles of systematic synthetic Phonics sometimes.	*demonstrates the procedures as they would be conducted in a young learner classroom to some degree.	*gives a somewhat adequate explanation on how they use / adapt their chosen material/s.	*demonstrates how they administer their assessment techniques somewhat adequately.
	*uses spoken English with a few errors that can impede comprehension.	*is able to apply the principles of early childhood education sometimes.	*manages the activity/-ies in the assessed stage somewhat adequately.	*demonstrates the use of the assessed resource somewhat adequately.	*justifies the chosen assessment technique/s to some degree.
Below standard	*is lacking in clarity and audibility.	*is able to apply the principles of systematic synthetic Phonics sparingly.	*rarely demonstrates the procedures as they would be conducted in a young learner classroom.	*gives an explanation on how they use / adapt their chosen material/s that is lacking in clarity.	*demonstrates how they administer their assessment techniques with limited effectiveness.
	*uses spoken English with many errors that impede comprehension.	*is able to apply the principles of early childhood education sparingly.	*manages the activity/-ies in the assessed stage with limited effectiveness.	*demonstrates the use of the assessed resource with limited effectiveness.	*justifies the chosen assessment technique/s with limited clarity.