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| **ASSESSMENT 3: Teach for 4-5 Minutes** |

**Purpose**

For students to demonstrate an understanding and ability to apply the theory and practice of lesson planning to their chosen subject area; To understand the content and pedagogy for their chosen discipline and to use appropriate methods to present course material.

This assessment thus has the following Learning Outcomes:

1. *Integrate relevant research and theory to develop a broad repertoire of subject-appropriate teaching and learning strategies*
2. *Demonstrate thorough knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area*
3. *Develop a broad repertoire of subject-appropriate teaching and learning strategies, including use of ICT.*
4. *Demonstrate communication skills to present a clear and coherent exposition of knowledge and ideas to a diverse range of students*

This assessment is designed to allow students to develop the following Graduate Attributes:

* *Knowledge and Understanding of content and techniques of a chosen discipline*
* *The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.*
* *A proficiency in the appropriate use of contemporary technologies*
* *An ability to apply effective, creative and innovative solutions*

**Description of Assessment**

Students are to present a 4-5 minute lesson (or component of) on a chosen topic (or concept) from their respective discipline. The presentation must incorporate the use of an appropriate technology to assist in the delivery. The chosen topic should be one that is specified as suitable for Stage 1 or Stage 2.

It is expected that students will incorporate the following components:

***RELEVANT TOPIC***

The topic/concept/issue being taught should be factually correct and relevant to the specific discipline and level.

***COMMUNICATION***

Clear and coherent exposition of knowledge

As with all University Assessment students must ensure that they adhere to the Universities Plagiarism Policy. Appropriate recognition of other people’s ideas is expected throughout the task.

**Assessment Conditions**

Students will be assessed against the extent to which they meet the learning outcomes listed above and should ensure they refer to the marking rubric attached.

**Presentation**

The task will be presented during the lecture

**Marking Rubric**

**Student:**

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| **Learning Objectives, AITSL and Assessment Criteria** | **Fail**  **0-44%** | **Fail**  **45-49%** | **Pass**  **50-64%** | **Credit**  **65-74%** | **Distinction**  **75-84%** | **High Distinction 85+%** |
| **Overall Assessment**   * General Description   Assignment demonstrates understanding of lesson planning and is presented effectively showing originality. | Fails to attempt or satisfy the minimum requirements | Attempts to satisfy the minimum requirements but fails to demonstrate a satisfactory understanding | Demonstrates a sound understanding but presentation is not always appropriate | Demonstrates a good level of understanding and presentation. A degree of originality is present | Demonstrates a very high level of understanding and presentation and a high degree of originality. | Demonstrates an exceptional understanding and presentation of work. Displaying significant originality. |
| **8. Develop a broad repertoire of subject-appropriate teaching and learning strategies**  **2.1, 2.2**   * Content to be presented in lesson is provided and is appropriate to Stage 1 and 2 level | Content is not at an appropriate level for the intended audience or is factually incorrect | Content is theoretically sound but is not at an appropriate level for the intended audience. | Content is theoretically sound and is generally at an appropriate level for the intended audience. | Content is theoretically correct, but relies heavily on one source. All information is relevant and at an appropriate level for the audience | Content is theoretically correct, and is sourced from a range of resources. All information is relevant and at a level appropriate for the audience | Content is consistently at the appropriate audience level. It has been referenced from a variety of sources and is supported well by the use of technology. |
| **9.Demonstrate communication skills to present a clear and coherent exposition of knowledge and ideas to a diverse range of students**  **3.5, 4.2**   * Communication is effective and format adheres to assignment requirements. | Fails to adhere to academic standards and/or fails to submit all the components prescribed. | Academic standards are not adhered to and/or errors in expression and presentation exist. | Academic standards are mostly followed and presentation largely adheres to prescribed format | Academic standards are followed and presentation is noted by clear expression and appropriate formatting. | Academic Standards are consistently followed, the format is consistent with what is prescribed and shows originality | Academic Standards are consistently followed, the format follows that prescribed but contains high levels of originality |

**APST Graduate Standards Addressed**

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| 2. [Know the content and how to teach it](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/2) | 2.1 Content and teaching strategies of the teaching area  2.2 Content selection and organisation  2.6 Information and Communication Technology |
| 1. [Plan for and implement effective teaching and learning](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/3) | 3.3 Use teaching strategies  3.4 Select and use resources  3.5 Use effective classroom communication |
| 1. [Create and maintain supportive and safe learning environments](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/4) | 4.2 Manage classroom activities  4.5 Use ICT safely, responsibly and ethically |