

EST 303 Assignment 2 Rubric

	HD	D	C	P	F
Inclusive principles Child and Classroom	You appraise and assess contextual complexity of the whole classroom environment using inclusive language. Principles of inclusive education are articulated throughout in a scholarly way. Work is novel, surprising and/or thoughtful.	You describe a child and the contextual complexity of the whole classroom environment using inclusive language. Clearly articulated links between recommendations and the principles of inclusive education that justify them.	You describe a child and the classroom context. You attempt to use inclusive language. You describe inclusion and consider students in terms of their overall wellbeing.	You describe a child and the classroom context Some awareness of own positioning language. Constraints are recognised and countered with inclusive actions.	Unreflective use of language and/or use of normalising language. Unit themes not applied. Principles of inclusive education not applied. Child is portrayed as 'naughty' 'bad' 'difficult' etc and/or parental blame is evident.
Pedagogy Accommodations and adjustments	You recommend novel and innovative activities which address and accommodate the student's specific additional learning needs based on research and best practice documents. PLUS You critique how these might work in a classroom setting and make explicit links to ACARA and/or EYLF	You recommend activities which address/accommodate the student's specific learning needs based and cite their source. Learning experiences are rich and productive, and designed for diversity of engagement. You evaluate how these might work and make explicit links to ACARA and/or EYLF	Learning experiences are differentiated. You describe activities which address and accommodate the student's specific learning needs and you consider how these might work in a classroom setting. Applies unit themes to planning and make links to ACARA and/or EYLF	Disability focused: Identifies some of the child's needs and responds in isolation. You describe several activities which address/accommodate the student's specific learning needs. Links to ACARA and/or EYLF are tenuous.	You do not describe activities which address/accommodate the student's specific learning needs or the activities do not meet the described needs of the child. Strongly teacher-centred or didactic approaches advocated. No links to ACARA and/or EYLF

Student Learning goals	SMART goals are well written, relevant and thoughtful.	SMART goals well written, relevant and capture the student's needs.	SMART goals present. Student goals are relevant.	Goals are not SMART goals.	Goals not noted. Student's needs not well understood. Goals do not connect to this student's needs overall.
Strategies	Critical, persuasive and compelling. Brings all factors into play. The principles of effective differentiated instruction have been very well articulated with support from your text and other scholarly sources.	Excellent work overall. Scholarly use of a wide range of references throughout text. The principles of differentiated instruction have been well articulated with support from your text and other sources.	Differentiation has been provided. You use strategies that relate to your goals. Your strategic are relevant, manageable and well referenced.	You include strategies that are only loosely related to the student and their goals. Supporting evidence relevant, but limited.	Differentiation has not been provided. No strategies for teaching or strategies do not make sense within the context of this assignment. Evidence is non- apparent, non-academic or irrelevant.
Presentation	The presentation is scholarly in a manner consistent with studies in higher education	Consistently effective communication; text elements and structure enhance message.	All of the assignment requirements are met. Clear and cohesive communication and referencing.	Some of the assignment requirements are respected. Basic attempts at editing work and using APA.	Assignment specifications are ignored. Communication is ineffective. APA is often incorrect.

Comments: