



EPR100 Assignment 1 Rubric

Assignment One	First Lesson Plan
Value:	50% - Pass Ungraded
Due Date:	End of Week 7
Length:	As applicable
Relates Learning Outcomes	1,2, 3, 4, 5, 6

Feedback:

[Written response by lecturer]

Grade:

Pass / Fail / Resubmission

	Insufficient	Emerging	Developing	Securing
Curriculum Knowledge	Provides some curriculum information but it is limited and not aligned with task or student context. Subject knowledge is vaguely described or confusing for the reader.	<ul style="list-style-type: none"> Identifies a single curriculum strand of focus and specifies the previous, current and following year level. Demonstrates some detail in subject-specific knowledge. General capabilities are acknowledged within the lesson plan. 	Identifies key ideas within the curriculum. Clearly navigates prior and future knowledge across a content strand. Transferrable (academic) knowledge is well understood. Curriculum content descriptors are aligned with context and/or are aligned with the selected subject knowledge area.	Interprets the curriculum intent and connects appropriate subject-specific knowledge. Recognises complexity of knowledge to be taught and selects content relevant to the student cohort.
Context Knowledge	The context description is vague. The lesson is not relevant to the students. Neither the students nor context have been described adequately to justify teaching decisions. Learning task selection has not been sufficiently informed by theory. Student disengagement is likely.	<ul style="list-style-type: none"> The lesson has been developed for a specific cohort. The stages of child development have been considered in the learning task. Students are provided with opportunities to engage in learning. 	Student context is described in detail. Links to prior and future knowledge are considered in the lesson sequence. The lesson is pitched at an appropriate level of child and adolescent development.	The learning task responds to unique student needs and interests and links to cross-curricular capabilities and learning. The learning sequence is carefully scaffolded to ensure students can connect with the learning. Sufficiency detailed to allow a relief teacher to conduct the lesson.
Teaching and learning sequence	The lesson is generic: The learning intention and/or learning task is irrelevant, too busy or contains distracting elements. The learning sequence is vague or teaching decisions are un-justified. Resources are not described or are unprepared.	<ul style="list-style-type: none"> The lesson is achievable: The learning intention is clear. Students are explicitly shown how to complete the task. Lesson is clearly signposted beginning, middle and end. Includes supportive ICT or teaching aids or resource/s. 	The lesson is fit for purpose: The learning intention is measurable and achievable. The learning task builds on prior knowledge and is designed to create interest. The students are organised effectively. Success criteria are described as key indicators of learning. Lesson conclusion relates to student achievement. Resources are considered and relevant. Learning experiences allow learning intentions to be met.	The lesson is suitably challenging, relevant and purposeful. The Learning task is engaging, rich and clearly aligns with the focus of learning. Student agency is afforded within the learning design. Relationships are made to broader concepts within the subject knowledge area. Students are likely to enjoy and connect with the learning journey.
Presentation	Assignment is incomplete. It is difficult for the reader to locate author's understanding of unit learning outcomes. Limited interaction with unit readings. Assumes the reader understands how to navigate the lesson information, without reference to curriculum or context. Written in first person/journal style not suitable for the audience.	<ul style="list-style-type: none"> All elements of assignment task are complete, and the document is mindful of a professional audience. The assignment draws on unit readings, which are included in the reference list. The lesson plan is useable and acknowledges the reader by describing the learning sequence in second/third person imperative form. 	Assignment is easy to read and navigate. The lesson is creative and reflects deep engagement with unit materials. Professional sources compliant with APA guidelines. Lesson plan includes sufficient detail to be delivered by an experienced teacher.	The document is professional and carefully structured. The organisation of the document allows the reader to focus on the nuances in learning design. Lesson plan is sufficiently detailed that it can be delivered by any teacher.