

EDST561 - Assignment 1 Marking Rubric – Weighting 30%

Criteria	HD	DI	CR	PA	NN
<p>Ability to develop a variety of age-appropriate science-related activities with due consideration to the diverse learning environments, resources and relevant curriculum framework/s. (5/30 marks)</p>	Six learning activities show innovative and thoughtful consideration of the potential of learning environments, resources and relevant curriculum to support diverse and highly age-appropriate science learning experiences.	Six learning activities show thoughtful consideration of the potential of learning environments, resources and relevant curriculum to support a range of age-appropriate science learning experiences.	Six learning activities show sound consideration of the potential of learning environments, resources and relevant curriculum to support age-appropriate science learning experiences.	Six learning activities show some consideration of the potential of learning environments, resources and/or mostly relevant curriculum to support science learning experiences. More consideration to age-group suitability needed.	Learning activities show little or no consideration of required learning, resources, environments and/or curriculum. Little or attention to science learning or age suitability is provided.
<p>Explanation for each activity demonstrates capacity to draw on findings from research to inform practice and pedagogy (10/30 marks)</p>	Explanation shows high level insight into how to design science learning experiences as demonstrated by highly integrated and considered reference to, and analysis of, quality and relevant literature in relation to all six activities.	Explanation shows insight into how to design science learning experiences as demonstrated by thoughtful reference to, and analysis of, quality and relevant literature in relation to all six activities.	Explanation shows understanding of how to design science learning experiences as demonstrated by some reference to, and analysis of, relevant literature in relation to all six activities.	Explanation shows an emerging understanding of how to design science learning experiences as demonstrated by some reference to literature in relation to at least Six activities.	Limited or no explanation provided on the design of science learning experiences. Limited or no reference to the literature.
<p>Planning reflects use of diverse pedagogies such as exploratory, play and inquiry based learning, and includes at least one activity that supports children to investigate their relation to, and impact on, society and the environment with reference to sustainability. (10/30 marks)</p>	Activity planning reflects highly diverse use of pedagogies, <i>with at least one activity</i> that supports children to investigate their impact on, and relation to, society and the environment in a way that demonstrates insightful and critical reflection on sustainability.	Activity planning reflects diverse use of pedagogies, <i>with at least one activity</i> that supports children to investigate their impact on, and relation to, society and the environment in a way that incorporates some critical reflection on sustainability.	Activity planning includes some different types of pedagogies, <i>with at least one activity</i> that supports children to investigate their impact on, and relation to, society and the environment in a way that has relevance to sustainability.	Activity planning includes some limited attention to different pedagogies and includes <i>at least one activity</i> that supports children to investigate some aspect of their impact on, and relation to, society and the environment.	Activity planning lacks diversity in pedagogies used. No activity included that supports children to investigate some aspect of their impact on, and relation to, society and the environment.
<p>Academic skills – writing and referencing. (5/30 marks)</p>	Outstanding attention to written expression and structure. Accurate use of grammar and spelling with no errors. APA referencing with no errors.	Excellent attention to written expression and structure. Accurate use of grammar and spelling with only minor errors. APA referencing with only minor errors.	Sound attention to written expression and structure. Mostly accurate use of grammar and spelling with minor errors throughout. APA referencing with several minor errors.	Acceptable attention to written expression and/or structure. Use of grammar and spelling contains several major errors, with room for improvement, but in a way that does not detract from overall comprehension. APA referencing with some more major errors or omissions.	Written expression lacks clarity and shows little attention to structure. Substantial errors in grammar and/or spelling. Little or no attempt at appropriate use of APA referencing, as indicated by significant errors or omissions throughout.