ECAD5019 Level 5	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
PART 1 – Micro Learning	0-39%	40-49%	50-59%	60-69%	70-100%
	0-9	10-12	13-14	15-17	18-25
Use of Welsh naturally in the lesson, including commands and instructions.	Very limited use of Welsh in the lesson. Without using commands and instructions.	Satisfactory use of Welsh when responding naturally in the lesson. Simply presents commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. Presents commands and instructions concisely and fundamentally correctly to the learners.	Very good use of Welsh when responding naturally in the lesson Delivers various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. Presents various commands and instructions clearly and accurately with the learners.
Verbal accuracy *(e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)*	Numerous errors limit understanding. Unclear pronunciation.	Numerous errors constantly impair understanding. Pronounced clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impair understanding at times. Pronounced quite clearly and Welsh by most.	Some errors but without impairing understanding. Pronounced clearly and Welsh by most.	Only a limited number of errors. Pronounced completely clear and Welsh.
Teaching and learning strategies for developing learners' language skills including responding to learners' misconceptions.	Teaching strategies unsuitable for learners' language development. Not responding or responding unsatisfactorily to learners' misconceptions.	Suitable teaching strategies for learners' language development. An attempt to respond to learners' misconceptions.	Bespoke teaching strategies for pupils' language development. Responding well to learners' misconceptions.	Bespoke and effective teaching strategies for pupils' language development. Responding very well to the learners' misconceptions.	Highly bespoke and effective teaching strategies that develop and extend learners' language. Responding excellently to learners' misconceptions.
Activities and use of resources.	Unsuitable activities and limited use of resources to develop learners' language skills.	Suitable activities and satisfactory use of resources developing learners' language skills.	Bespoke activities and use of resources that develop learners' language skills.	Bespoke and effective activities and effective use of resources that develop learners' language skills.	Very purposeful and effective activities and very effective use of resources that develop and extend learners' language skills.

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PART 2 – Portfolio	0-9	10-12	13-14	15-17	18 -25
To design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience. *(Bespoke and differentiated tasks, resources, learners' language development).*	Lack of evidence of teaching and learning styles in planning.	Satisfactory evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Very good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Strong or extremely strong evidence of the application and identification of opportunities to support, develop and differentiate learners' language skills.
The integrity of Welsh in presenting patterns and vocabulary to learners. *(Includes accuracy in planning the use of Welsh in the lesson e.g. language focus, patterns/questions,*	Numerous fundamental errors in planning.	Satisfactory accuracy in planning the use of Welsh in the lesson.	Good accuracy in planning the use of Welsh in the lesson.	Very good accuracy in planning the use of Welsh in the lesson.	Excellent or robust accuracy in planning the use of Welsh in the lesson.

commands/vocabulary).					
Engage with literature. (*includes reading, referencing, academic practices and academic honesty)*	There is little or no evidence of reading and/or reliance on inappropriate sources. Views and perceptions are generally unsupported and unauthoritative. Referencing practices are used in an incoherent manner or are mostly absent.	Engagement with a limited range of generally relevant and credible sources. Some negligence and minor errors. Referencing practices are obvious but not always applied correctly or consistently.	Engagement with an appropriate range of research-based literature, including independently sourced sources. Some over-reliance on texts. The referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-based literature, including independently sourced sources. A selection of relevant and credible sources. Very good use of referencing, with very little/no inaccuracies or inconsistencies.	Engagement with a wide range of relevant and credible literature, which is based on the latest research. Apply consistently accurate referencing.
Critical thinking, analysis, synthesis and evaluation.	Totally or almost completely descriptive work. Little or no analysis, synthesis or evaluation. Failed to develop arguments, resulting in irrational or invalid opinions. Unfounded generalizations, made without the use of any credible evidence.	A limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support advanced arguments and opinions but these may be inadequately developed or with little inconsistency/misinterpretation. Asserting rather than arguing a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. Increased awareness of different points of view, and ability to use (which may be incomplete) evidence to support the argument. Valid arguments and rational opinions on the whole. Some tendency to assert/state opinions rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments and to review the reliability, validity and significance of evidence (which may be incomplete) in order to form an appropriate and valid opinion overall.	Excellent or exceptional critical thinking, analysis, synthesis and evaluation. Ability to investigate conflicting or incomplete information and formulate sound, persuasive arguments and sophisticated opinions. Some evidence of independent thinking and an ability to 'see beyond the question', suggesting a grasp of the wider field and concepts.