

ECAD4020 - Welsh in Professional Practice 1 Level 4	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 present commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. To present commands and instructions concisely and fundamentally correctly to the learners.	Very good use of Welsh when responding naturally in the lesson Delivering various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. To present 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. Pronunciation is clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impair understanding at times. Pronunciation is quite clearly and Welsh by most.	Some errors but without impairing understanding. Pronunciation is clearly and Welsh by most.	Only a limited number of errors. Pronunciation is 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	0-19	20-24	25-29	30 - 34	35 - 50
To design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience including engagement with literature. <i>(Bespoke and differentiated tasks, resources, learners' language development).</i>	Lack of evidence of teaching and learning styles in planning. There is little or no evidence of reading and/or reliance on inappropriate sources.	Satisfactory evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a limited range of generally relevant and credible sources but with some reliance on information obtained through contact with the class.	Good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with an appropriate range of literature, including independently sourced sources.	Very good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a wide range of literature, including independently sourced sources. A selection of relevant and credible sources.	Strong or extremely strong evidence of the application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a wide range of relevant and credible literature.
The integrity of Welsh in presenting patterns and	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.

vocabulary to learners. <i>(Includes accuracy in planning the use of Welsh in the lesson e.g. language focus, patterns/questions, commands/vocabulary).</i>					
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