



Student Name:

Student Number:



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



The contents of this publication are the sole responsibility of Prof Carisma Nel of the Faculty of Education at the North-West University and can in no way be taken to reflect the views of the European Union.

EMBEDDED SIGNATURE ASSESSMENT 0

Observation during Teaching Practice

Mentor Teacher Observation Report for EDCC 116

Mentor Teacher (MT) Name, Surname and Signature:	
Grade:	

Student Teacher (ST):	
Student Number:	

To the Mentor Teacher:

Towards the end of the Observation Period, please check one box and indicate whether the observation period was overall satisfactory or not satisfactory.

	Overall, this observation period has been satisfactory.
	Overall, this observation period has not been satisfactory.

Please provide formative feedback to the student teacher on the aspects mentioned below. Mark with an X along the continuum where you assess the student teacher to be.

Category and description:	Needs improvement	Making progress	Very good	Outstanding
<p>Active Observation: About the School</p> <ul style="list-style-type: none"> • takes initiative to learn about the school (e.g., uses Observation templates): <p>Active Observation: In the Classroom</p> <ul style="list-style-type: none"> • takes initiative to learn about classroom, classroom and learner profiles needed for lesson planning (e.g., uses Observation templates): <p>Assisting and Participating:</p> <ul style="list-style-type: none"> • assists MT with classroom activities (e.g., handing out materials, etc.): • observes and supports individual and small groups during MT's lessons and other classroom activities, as requested by the MT: • assists MT in out-of-classroom supervision, if required (e.g., playground duty, etc.): 	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●

Assessment rubric: Observation Tasks

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	
Structure	<p>Writing is clear, concise, and well organized with excellent</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p>	<p>Writing is unclear and/or disorganized.</p>	<p>Writing is unclear and disorganized.</p>	

	<p>sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>No implications for the student teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 1

Development of your Professional Identity

Assessment rubric: Professional Identity

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally,</p>	

	All attachments and/or additional documents are included, as required.	All attachments and/or additional documents are included, as required.	required, are missing or unsuitable for the purpose of the assignment.	inadequately, and/or not at all.	
Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>No implications for the student teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 2

Context: School & Learning Environment

School Environment

Assessment rubric: Reflection – School Environment

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>No implications for the student teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Learning Environment

Assessment rubric: Reflection – Relationship building, praise and misbehaviour

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>No implications for the student teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment rubric: PowerPoint

Criteria	Does not meet expectations 50-59% 1	Approaching expectations 60-69% 2	Meets expectations 70-79% 3	Exceeds expectations 80-100% 4	Rating Scale Score
Organisation	There is no clear plan for the organisation of information. The slides do not support the theme of the presentation. The presentation contains fewer or more than the expected amount of slides.	It is difficult to follow the presentation because there is little logical sequence/flow to the information. Some slides do not support the theme of the presentation. The presentation contains fewer or more than expected amount of slides.	The information is mostly presented in a logical sequence. The theme of the presentation is clear and supported by most of the included slides. The presentation contains the expected amount of slides.	The information is organised in a logical, interesting sequence. The theme of the presentation is consistently clear and supported by all the slides. The presentation contains the expected amount of slides.	
Screen design	The design is extremely a) busy/cluttered or b) barren/stark. The design incorporates either too many or too little backgrounds, graphics, fonts and font sizes, typesets, colour schemes, labelling, headings, formatting and animation. Slides contain mostly text. Buttons or navigational tools are absent or confusing. No attempt has been made to explore and effectively incorporate some of the suitable features offered by the design software. No transitions between slides are used.	The design is a) busy/ cluttered or b) barren/stark. Some design elements are incorporated such as backgrounds, graphics, fonts and font sizes, typesets, colour schemes, labelling, headings, formatting and animation. Includes a distracting amount of graphics, sound effects, text and animation. Some buttons and navigational tools. Limited effort to explore and effectively incorporate the features offered by design software. Very few transitions are used and/or they distract from the presentation.	The design is eye catching, "clean", visually pleasing, and uncluttered. Thought has gone into selecting appropriate design element to enhance the content. Includes a variety of graphics, sound effects, text and animation. Adequate navigational tools and buttons. An effort was made to explore and incorporate most of the appropriate features offered by the design software. Smooth transitions are used on most slides.	The design is professional, aesthetically pleasing and highly functional. Harmonious and effective use of design elements. Includes a balanced variety of graphics, sound effects, text and animation. Creative use of navigational tools and buttons. An in-depth effort to explore and incorporate most of the appropriate features offered by the design software. All slides transition smoothly.	
Content and text lay-out	Information has been copied and pasted from other sources with no attempt at original thought. Content does not reflect understanding of the topic and is inaccurate. There is too much or too little information on the slides. Text	A few slides show an attempt at originality and the information feels recycled from other sources. Content reflects little understanding of the topic. Content is mostly accurate. An attempt is made to summarise the main talking points. Text	Information is mostly original (the author's own words) and inventive. Content reflects sufficient understanding of the topic. The content is accurate. Talking points are summarised effectively and logically. Text is mostly free of grammatical and	Information shows considerable originality. The content contains is highly inventive, accurate, interesting and creative ideas. The topic points chosen for each slide reflects a clear understanding of the topic. There are no grammatical and	

	contains numerous grammatical and spelling errors and is too small for the audience to see. The content needs to be revised for the intended audience to gain an understanding.	contains some grammatical and spelling errors and is not consistently clear for the audience to see. The content is missing key elements to be fully understood by the intended audience.	spelling errors and clear for the audience to see. The intended audience will gain an understanding of the topic.	spelling errors and the text is clear for the audience to see. The intended audience will gain a clear understanding of the topic.	
Graphics and multi-media	No use of graphics, sounds, video or animation.	Graphics are not consistently attractive, of good resolution, included to support the theme or content and/or cropped to the right size. Occasionally uses multi-media that rarely support the text. Animation and/or sounds are inappropriately used and distract the viewer. Links to videos are provided.	Effective use of graphics and multi-media. Graphics are mostly attractive, of good resolution, supportive of the theme and content and cropped to the right size. Animation and/or sounds emphasize some important points. Videos are embedded in the presentation.	Effective and functional use of graphics and multi-media. Graphics are attractive, of good resolution and cropped to the right size. Graphics explain and reinforce the screen text. Animation and/or sounds have been creatively used to emphasize important points. Videos are embedded in the presentation.	
Copyright and citation	No attempt is made to cite any resources.	Citations to resources are incorrect and/or not in a consistent bibliographic format.	Text and multi-media resources are cited in a consistent bibliographic format.	Includes citations to all consulted text and multi-media resources according to the NWU bibliographic reference guidelines.	
Total out of 20					

Passing Score: An average score of 11.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment rubric: Visual representation

Criteria	Does not meet expectations 50-59% 1	Approaching expectations 60-69% 2	Meets expectations 70-79% 3	Exceeds expectations 80-100% 4	Rating Scale Score
Organisation	There is no clear plan for the organisation of information. The slides do not support the theme of the presentation. The presentation contains fewer or more than the expected amount of slides.	It is difficult to follow the presentation because there is little logical sequence/flow to the information. Some slides do not support the theme of the presentation. The presentation contains fewer or more than expected amount of slides.	The information is mostly presented in a logical sequence. The theme of the presentation is clear and supported by most of the included slides. The presentation contains the expected amount of slides.	The information is organised in a logical, interesting sequence. The theme of the presentation is consistently clear and supported by all the slides. The presentation contains the expected amount of slides.	
Content and text lay-out	Information has been copied and pasted from other sources with no attempt at original thought. Content does not reflect understanding of the topic and is inaccurate. There is too much or too little information on the slides. Text contains numerous grammatical and spelling errors and is too small for the audience to see. The content needs to be revised for the intended audience to gain an understanding.	A few slides show an attempt at originality and the information feels recycled from other sources. Content reflects little understanding of the topic. Content is mostly accurate. An attempt is made to summarise the main talking points. Text contains some grammatical and spelling errors and is not consistently clear for the audience to see. The content is missing key elements to be fully understood by the intended audience.	Information is mostly original (the author's own words) and inventive. Content reflects sufficient understanding of the topic. The content is accurate. Talking points are summarised effectively and logically. Text is mostly free of grammatical and spelling errors and clear for the audience to see. The intended audience will gain an understanding of the topic.	Information shows considerable originality. The content contains is highly inventive, accurate, interesting and creative ideas. The topic points chosen for each slide reflects a clear understanding of the topic. There are no grammatical and spelling errors and the text is clear for the audience to see. The intended audience will gain a clear understanding of the topic.	
Total out of 8					

Passing Score: An average score of 5.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 3

21st Century Technology

Assessment Rubric: Handwriting Proficiency

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Printed alphabet	<ul style="list-style-type: none"> • Demonstrates evidence that is consistent and thorough. • No revision required; rich, insightful, in-depth and elaborate; • Accurate, relevant, and thorough. 	<ul style="list-style-type: none"> • Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant. 	<ul style="list-style-type: none"> • Provides partial and inconsistent evidence of the criteria. • Unelaborated with several errors present. 	<ul style="list-style-type: none"> • Provides minimal and ineffective evidence of the criteria. • Response is limited, incorrect, missing, random, weak, and/or ineffective. 	
Cursive writing of alphabet	<ul style="list-style-type: none"> • Demonstrates evidence that is consistent and thorough. • No revision required; rich, insightful, in-depth and elaborate; • Accurate, relevant, and thorough. 	<ul style="list-style-type: none"> • Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant. 	<ul style="list-style-type: none"> • Provides partial and inconsistent evidence of the criteria. • Unelaborated with several errors present. 	<ul style="list-style-type: none"> • Provides minimal and ineffective evidence of the criteria. • Response is limited, incorrect, missing, random, weak, and/or ineffective. 	
Numbers	<ul style="list-style-type: none"> • Demonstrates evidence that is consistent and thorough. • No revision required; rich, insightful, in-depth and elaborate; • Accurate, relevant, and thorough. 	<ul style="list-style-type: none"> • Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant. 	<ul style="list-style-type: none"> • Provides partial and inconsistent evidence of the criteria. • Unelaborated with several errors present. 	<ul style="list-style-type: none"> • Provides minimal and ineffective evidence of the criteria. • Response is limited, incorrect, missing, random, weak, and/or ineffective. 	
Total out of 12					

Passing Score: An average score of 7.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment rubric: Reflection – Technology Use

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	
Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p>	<p>Writing is unclear and/or disorganized.</p>	<p>Writing is unclear and disorganized.</p>	

	Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA. No implications for the student teacher's overall teaching practice are presented, as applicable.	
Total out of 16					

Passing Score: An average score of 9.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment Rubric: Technology Enhanced Lesson Plan

Criteria	Exceeds expectations 80-100% 4	Meets expectations 70-79% 3	Approaching expectations 60-69% 2	Does not meet expectations 50-59% 1	Rating Scale Score
Learning outcomes/objectives	Learning outcomes/objectives are distinct from one another and explain all significant and essential learning that will be achieved (what learners will know/be able to do). The lesson has a clear focus and purpose.	Learning outcomes/objectives are relatively distinct and adequate explained. A sufficient attempt is made to indicate what learners will achieve at the end of the lesson. The focus of the lesson is clear.	Learning outcomes/objectives are vaguely defined and explained. It is not clear what learners will achieve at the end of the lesson. The focus of the lesson is not clear.	Learning outcomes/objectives are not identified and explained. It is not evident what the learners will achieve at the end of the lesson.	
Chosen technology and resources required	Accurate and detailed list of the resources required (by the instructor and the learners) to use the technology effectively.	The student teacher displays adequate knowledge of the chosen technology. A few (2-3) of the resources required to use the technology effectively are named.	The student teacher displays limited knowledge of the chosen technology and can identify no more than one resource required to use the technology effectively.	The student teacher has no knowledge of the chosen technology and is unable to provide an accurate list of the appropriate resources required to use the technology effectively.	
Contextual Considerations: Appropriateness and advantages of chosen technology	Sound rationale why chosen technology is appropriate. Clear indication how chosen technology enhances learning experience (e.g. multiple learning styles, opportunity for learner collaboration, problem solving skills, real-life applications, independent learning etc.).	Sufficient rationale for chosen technology. Adequate indication of how chosen technology enhances the learning experience (e.g. multiple learning styles, opportunity for learner collaboration, problem solving skills, real-life applications, independent learning etc.).	Limited rationale for selecting the chosen technology. Unclear indication of how chosen technology enhances the learning experience. Limited insight displayed regarding how the chosen technology can benefit the learning experience.	Insufficient rationale for selecting the technology. The technology serves no purpose at all and/or serves as an add-on for entertainment. No insight into how the chosen technology can benefit the learning experience.	
Pedagogical justification of the integration strategy	Technology is effectively integrated into the context of the lesson to accomplish a meaningful instructional task. Technology based integration is better suited for the lesson than any other	Technology is integrated into the lesson to accomplish an instructional task. There is some connection between content, pedagogy (instructional strategies,	Technology is implemented but not integrated into the lesson to accomplish an instructional task. Although technology based integration fits the context of the lesson, other methods of instruction	The lesson has not been planned with technology integration in mind and fails: a.) to fit the context of the lesson (inappropriate for the learning activity)	

	methods. Content, pedagogy (instructional strategies, learning theory) and technology connect effectively and provide for optimal student learning.	learning theory) and technology.	could also have conveyed the context of the lesson. There is little connection between content, pedagogy (instructional strategies, learning theory) and technology.	b.) the needs of the learners (does not enhance student learning). There is no apparent connection between content, pedagogy (instructional strategies, learning theory) and technology. The technology based integration is not better suited for the lesson than any other methods. Students would have learned better without the presence of technology integration.	
Contingency plan	Detailed indication of additional factors that need to be taken into account when using the technology (what can go wrong) and clear contingency plan so that lesson can continue effectively.	Some consideration of additional factors that need to be taken into account when using technology and adequate contingency strategy to continue with lesson without chosen technology.	Limited consideration of additional factors that need to be taken into account when using technology and inadequate contingency strategy to continue with lesson without chosen technology.	Inability to formulate a contingency plan/strategy to deal with matters that might arise from using the technology (equipment or network failure etc.) in order to still deliver the lesson effectively.	
Total out of 20					

Passing Score: An average score of 11.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment Rubric: Animation/App

Criteria	Exceeds expectations 80-100% 4	Meets expectations 70-79% 3	Approaching expectations 60-69% 2	Does not meet expectations 50-59% 1	Rating Scale Score
Organisation	The information is organised in a logical, interesting sequence. The theme of the presentation is consistently clear and supported by all the slides. The presentation contains the expected amount of slides.	The information is mostly presented in a logical sequence. The theme of the presentation is clear and supported by most of the included slides. The presentation contains the expected amount of slides.	It is difficult to follow the presentation because there is little logical sequence/flow to the information. Some slides do not support the theme of the presentation. The presentation contains fewer or more than expected amount of slides.	There is no clear plan for the organisation of information. The slides do not support the theme of the presentation. The presentation contains fewer or more than the expected amount of slides.	
Screen design	The design is professional, aesthetically pleasing and highly functional. Harmonious and effective use of design elements. Includes a balanced variety of graphics, sound effects, text and animation. Creative use of navigational tools and buttons. An in-depth effort to explore and incorporate most of the appropriate features offered by the design software. All slides transition smoothly.	The design is eye catching, "clean", visually pleasing, and uncluttered. Thought has gone into selecting appropriate design elements to enhance the content. Includes a variety of graphics, sound effects, text and animation. Adequate use navigational tools and buttons. An effort was made to explore and incorporate most of the appropriate features offered by the design software. Smooth transitions are used on most slides.	The design includes a distracting amount of graphics, sound effects, text and animation) Or Limited effort is made to explore and effectively incorporate the features offered by design software, resulting in a barren design. Some use buttons and navigational tools are used. Very few transitions are used and/or they distract from the presentation.	The design if extremely busy/cluttered (too much text, too many backgrounds, graphics, fonts and font sizes, typesets, colour schemes, labelling, headings, formatting and animation). Or The design is too stark/barren (no attempt to explore and effectively incorporate some of the appropriate features offered by the design software). No use of buttons or navigational tools. No transitions between slides are used.	
Content and text lay-out	Information shows considerable originality. The content contains highly inventive, accurate, interesting and creative ideas. The topic points chosen for each slide reflects a clear understanding of the	Information is mostly original (the presenter's own words) and inventive. Content reflects sufficient understanding of the topic. The content is accurate. Talking points are summarised effectively and logically. Text is	A few slides show an attempt at originality but information is mostly copied from other sources. Content reflects little understanding of the topic. Content is mostly accurate. An attempt is made to summarise	Information has been copied and pasted from other sources with no attempt at developing original thoughts. Content does not reflect understanding of the topic or is inaccurate. There is either too much or too little	

	topic. There are no grammatical and spelling errors and the text is clear for the audience to see. The intended audience will gain a clear understanding of the topic.	mostly free of grammatical and spelling errors and clear for the audience to see. The intended audience will gain an understanding of the topic.	the main talking points. Text contains some grammatical and spelling errors and is not consistently clear for the audience to see. The content is missing key elements to be fully understood by the intended audience.	information on the slides. Text contains numerous grammatical and spelling errors and is too small for the audience to see. The content needs to be revised for the intended audience to gain an understanding.	
Graphics and multi-media	Effective and functional use of graphics and multi-media. Graphics are attractive, of good resolution and cropped to the right size. Graphics explain and reinforce the screen text. Animation and/or sounds have been creatively used to emphasise important points. Videos are embedded in the presentation.	Effective use of graphics and multi-media. Graphics are mostly attractive, of good resolution, supportive of the theme and content and cropped to the right size. Animation and/or sounds emphasis some important points. Videos are embedded in the presentation.	Graphics are not consistently attractive, of good resolution, included to support the theme or content and/or cropped to the right size. Some of the multimedia included does not support the text. Animation and/or sounds are inappropriately used and distract the viewer. Links to videos are provided.	No use of graphics, sounds, video or animation.	
Gamification, Gaming elements, e-resources	The gamification tools and elements are highly appropriate and beneficial to the intended audiences' understanding of the content. The design software is used to create original games closely related to the theme/topic. Active, embedded links to high quality, topic-related, public domain educational games and e-resources. Inventive and original gamification of content.	The gamification tools and elements are appropriate and beneficial to the intended audiences' understanding of the content. The design software is used to create original games related to the theme/topic. Active, embedded links to quality, topic-related, public domain educational games and e-resources. Spirited attempt at gamification of content.	Limited attempts to identify appropriate games or e-resources to clarify content. Some active and embedded links to topic-related, public domain educational games and/or e-resources. Limited attempt to use the design software to create original games. An attempt to use the design software to create original games is evident. Attempt at gamification of the content is insufficient.	No attempt to identify appropriate games or e-resources to clarify content. No attempt at gamification of the content.	
Copyright and citation	Includes citations to all consulted text and multi-media resources according to the NWU bibliographic reference guidelines.	Text and multi-media resources are cited in a consistent bibliographic format.	Citations of resources are incorrect and/or not in a consistent bibliographic format.	No attempt is made to cite any resources.	
Total out of 24					

Passing Score: An average score of 13.0 or greater on this rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 4

Planning & Preparation

Assessment rubric: Reflection Grade R Planning

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	
Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p>	<p>Writing is unclear and/or disorganized.</p>	<p>Writing is unclear and disorganized.</p>	

	Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA. No implications for the student teacher overall teaching practice are presented, as applicable.	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment rubric: Reflection Grade R versus Grade 1-3 Planning

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date (Planning and Preparation).</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>The implications of these insights for the student teacher overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>Few implications of these insights for the student teacher overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.</p> <p>No implications for the student teacher overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Final Mark Allocation

Content	Uploaded material	Total Mark	Student allocated mark	Final Percentage
ESA 0: Observation Tasks	Observation report: Mentor teacher	2		
	Completion/Reflection of Observation Tasks	16		
ESA 1: Development of your Professional Identity	Reflection Professional Identity	16		
ESA 2: Context	Reflection: School Environment	16		
	Evidence	1		
	PowerPoint Presentation	20		
	Visual Illustration	8		
	Reflection: relationship building, praise and misbehaviour	16		
ESA 3: 21 st Century Technology	Handwriting proficiency	12		
	Reflection – Technology use	16		
	Technology-enhanced lesson plan	20		
	Animation/App	24		
ESA 4: Planning and Preparation	Reflection – Gr R Planning	16		
	Reflection – Gr R versus Gr 1-3 Planning	16		
	Evidence	1		
Total for portfolio		200		