**Rubric for Basic Course Instructor-Candidate - Portfolio of Evidence (POE) – Lesson Plan for Practical Session**

Name Basic Course Instructor-Candidate:

Name Evaluator/s:

Date:

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|  | Poor 1 | Below Average 2 | Average 3 | Good 4 | Excellent 5 |
| **Learning objectives are set.** | Learning objectives unclear or not related to BC. | Learning objectives cover some aspects of the practical but are not comprehensive. | Clear learning objectives, covering the most important aspects of the practical. | Comprehensive learning objectives though may lack specificity. | Specific and comprehensive learning objectives showing a deep understanding of the topic. |
| **Content of practical is appropriate.** | Content selected lacks systematic format.Unstructured Is inaccurate or missing key information. | Content selected is appropriate Details missingInappropriate weighting of material. | Content selected is appropriate and sufficient to address the topic. | Content selected shows a clear understanding of the topic, including the most important components. | Content selected provides an excellent, systematic, overview of the topic with thorough explanation of the most important components. |
| **Assessment and analysis of movement/ body function components are described.**  | Lacks detail Insufficient coverage of topic Includes inaccuraciesregarding assessment and analysis.  | Some components of assessment and analysis are described but there is a lack of specificity or it is not well related to the BC. | Assessment and analysis components are mostly accurate sufficiently described for most aspects. | Assessment and analysis components are well described with minor omissions only. | Assessment and analysis components are accurate, well organized, thorough and comprehensively described. |
| **Cues for teaching handling skills are appropriate.** | Few or inappropriate cues are provided. | Some cues are provided but lack detail and do not adequately cover the practical components. | Cues are provided for most of the components of the practical, however they lack depth and comprehensiveness. | Very good comprehensive cues, specific to the practical provided to enable a good learning experience for the participant. | Excellent cues specific to the practical, detailed and comprehensive and show a depth of understanding of the practical material. |
| **Links between theory and practical are made** | Few or nonspecific links are made between theory and practical. | Links are made between theory and practical for some aspects but these lack specificity and/or are limited to few aspects of theory. | Links are made between specific aspects of the practical and theory however these may lack depth and/or comprehensiveness.  | Very good links are made between specific components of the practical and several key aspects of theory. | Excellent links are made between specific components of the practical and a broad range of theoretical aspects. |
| **Course handouts are appropriate** | Unclear, disorganized, inadequately referenced. Majority of essential information missing. | Handouts provide a basic outline but Lack essential information. Lack organization. | Handouts cover most areas of the practical, but may lack specificity or comprehensiveness. | Handouts are clear, concise, for most areas of the practical, and are specific and comprehensive.Includes essential information. | Handouts are excellent, assisting participants to recall key aspects of both practical and theory.Unique, creative. An excellent learning tool. |