GOBIERNO DE ARAGON
Departamento de Educación, Ciencia y Universidades

PROCEDIMIENTO SELECTIVO DE INGRESO Y ACCESO AL CUERPO DE MAESTROS Y PROCEDIMIENTO DE ADQUISICIÓN DE NUEVAS ESPECIALIDADES POR EL FUNCIONARIADO DEL CITADO CUERPO, CONVOCADO POR LA ORDEN ECD/1886/2025 (BOA 09/01/2026)

LONG-TERM PLANNING				
PLICA'S NUMBER:	**FINAL MARK:**		**TRIBUNAL:**	**MARK**
1. INTRODUCTION, CONTEXT AND JUSTIFICATION (1 point)				
1.1. Development of the school context (including level, students and other relevant aspects). (Up to 0,25 points)				
1.2. References to the legal framework. (Up to 0,25 points)				
1.3. Justification of decisions. (Up to 0,5 points)				
2. OBJECTIVES AND BASIC KNOWLEDGE (1 point)				
2.1. Stage objectives: relevant ones and its justification. (Up to 0,25 points)				
2.2. Blocks of basic knowledge. (Up to 0,25 points)				
2.3. Key competences: relevant ones and its justification. (Up to 0,25 points)				
2.4. Specific competences: relevant ones and its justification. (Up to 0,25 points)				
3. METHODOLOGY AND DIDACTICS (2 points)				
3.1. The methodology is deeply explained and promotes the communicative competence (Communicative approach, CLIL, UDL, active methodologies, cooperative learning, learning situations). (Up to 1 point)				
3.2. The examinee provides practical examples of the methodological application. (Up to 0,75 points)				
3.3. The materials and resources used are explained in depth. (Up to 0,25 points)				
4. INDIVIDUAL DIFFERENCES (1 points)				
4.1. Mentions the Order ECD/913/2023 (modification of 1004 and 1005). (Up to 0,25 points)				
4.2. Mentions and explains the practical application of the Universal Design for Learning. (Up to 0,5 points)				
4.3. Considers the personalised monitoring plan. (Up to 0,25 points)				
5. ASSESSMENT (1,5 points)				
5.1. The examinee properly explains the assessment criteria and its linkage with the specific competences. (Up to 0,25 points)				
5.2. The examinee considers the continuous, formative and summative nature of evaluation. (Up to 0,25 points)				
5.3. The examinee properly explains the assessment procedures and tools. (Up to 0,5 points)				
5.4. The examinee considers the initial assessment and the exit profile. (Up to 0,25 points)				
5.5. The examinee mentions the evaluation of the teaching practice. (Up to 0,25 points)				
6. OTHER ELEMENTS (0,5 points)				
6.1. Anything the examiner considers relevant and it is not included in this rubric (programmes, cross-curricular elements, Reading Plan). (Up to 0,5 points)				
7. LANGUAGE PROFICIENCY, COHERENCE, AND COHESION. DEBATE (3 points)				
7.1. Body language. (Up to 0,25 points)				
7.2. Pronunciation, stress and fluency. (Up to 0,75 points)				
7.3. Use of language and structure. There is a good range of vocabulary and grammar. (Up to 1 point)				
7.4. Debate. (Up to 1 point)				

GOBIERNO DE ARAGON
Departamento de Educación, Ciencia y Universidades

DIDACTIC UNIT				
PLICA'S NUMBER:	**FINAL MARK:**		**TRIBUNAL:**	**MARK**
1. INTRODUCTION, CONTEXT AND JUSTIFICATION (0,5 points)				
1.1. There is a connexion between the didactic unit and the syllabus. (Up to 0,5 points)				
2. OBJECTIVES AND BASIC KNOWLEDGE (1 point)				
2.1. Learning objectives: relevant ones and its justification. (Up to 0,25 points)				
2.2. Blocks of basic knowledge. (Up to 0,25 points)				
2.3. Key competences: relevant ones and its justification. (Up to 0,25 points)				
2.4. Specific competences: relevant ones and its justification. (Up to 0,25 points)				
3. METHODOLOGY AND DIDACTICS (3 points)				
3.1. The methodology is based on a communicative approach and supports the activities explained. (Up to 0,25 points)				
3.2. Quality of resources and teaching materials. (Up to 0,25 points)				
3.3. The activities proposed clearly help to develop the English language, focusing on communication rather than vocabulary. (Up to 2,5 points)				
4. INDIVIDUAL DIFFERENCES (0,5 points)				
4.1. The activities explained consider students' diversity. (Up to 0,5 points)				
5. ASSESSMENT (1 point)				
5.1. The examinee properly explains the assessment procedures and tools. (Up to 0,5 points)				
5.2. The examinee considers the students' self-assessment. (Up to 0,25 points)				
5.3. The examinee mentions the evaluation of the teaching practice. (Up to 0,25 points)				
6. OTHER ELEMENTS (0,5 points)				
6.1. Anything the examiner considers relevant and it is not included in this rubric (programmes, cross-curricular elements, Reading Plan). (Up to 0,5 points)				
7. LANGUAGE PROFICIENCY, COHERENCE, AND COHESION. DEBATE (3,5 points)				
7.1. Body language. (Up to 0,25 points)				
7.2. Pronunciation, stress and fluency. (Up to 0,75 points)				
7.3. Use of language and structure. There is a good range of vocabulary and grammar. (Up to 1,5 point)				
7.4. Debate. (Up to 1 point)				