

RUBRIC/FEEDBACK SHEET
EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Evidence-based practice guide

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in the researched area 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • This assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide • Discusses relevant evidence-based practices in depth; the evidence-based practices are relevant to selected area of skills and are well-aligned with each other • Well-written, avoids vague statements 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • All sources demonstrate careful consideration of credibility, variety, and perspectives • All components of annotation comprehensively addressed for all citations 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of numbering, referencing 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th edition • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

45%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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Assessment Task 2: Information booklet for high school teachers

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in special education/inclusive education/disability studies • Clear connection between your information booklet’s topic and provided advise and examples 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • Depth of analysis of information provided to high school teachers • Introduction on the topic in your information booklet • Provided advice to teachers based on evidence-based practice • Useful examples and tips for teachers 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Familiarity with the topic of your information booklet • List of related and appropriate references recommended to high school teachers for further reading • List of references that you used to create your information booklet 					

Specific Criteria	(-)—————>(+)				
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organization 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references - APA 7th edition • Clarity and consistency in presenting your information booklet • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

55%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.