

RUBRIC/FEEDBACK SHEET

EDST5118 PROFESSIONAL PRACTICE FOR SPECIAL EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: IEP and behaviour plan

| 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 | | | | | |
| <p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on education theory to support response • Reference specifically to material, research, and ideas | | | | | |
| <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 section headings to enhance readability | | | | | |
| <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 to information, and listing references (APA style) | | | | | |

| Specific Criteria | (-)—————>(+) | | | | |
|---|--------------|--|--|--|--|
| <ul style="list-style-type: none"> • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length | | | | | |
| General comments/recommendations for next time: | | | | | |

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

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: Logbook, evaluations and diary

| 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 in special education • Clarity and accuracy in use of key terms and concepts in special education | | | | | |
| <p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Evidence of having read and understood a range of research and professional literature on education theory to support performance • Demonstration of knowledge of evidence-based classroom practices and procedures | | | | | |
| <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 notebook sections to enhance readability | | | | | |
| <p>Presentation of response according to appropriate academic and linguistic conventions</p> | | | | | |

| Specific Criteria | (-)—————>(+) | | | | |
|--|--------------|--|--|--|--|
| <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style) • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length | | | | | |
| General comments/recommendations for next time: | | | | | |

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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.