

RUBRIC/FEEDBACK SHEET
EDST5303 LEARNING, PROBLEM SOLVING, AND THE DEVELOPMENT
OF EXPERTISE
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Major essay

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the topic and its relationship to relevant areas of the course • Clarity and accuracy in use of key terms and concepts • Suitability of the topic 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis • Depth of critique of the issue • Depth of implications/recommendations for improvement of learning and instruction 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Effectiveness of examples to demonstrate instructional implications • Variety of implications demonstrated • Range of relevant research literature to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Level of structure and organisation of response 					

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 • Appropriateness of overall structure and coherence of response • Clarity and consistency in presenting tables and figures • 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:

50%

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 3: Class presentation

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the topic and its relationship to relevant areas of the course 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Variety and relevance of specific examples used • Comprehensive analysis of the application of specific methods and techniques discussed in this course 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Selection of a range of contemporary and eminent sources 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Follows a clear and logical sequence 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Quality of presentation: use of media, interaction with audience 					
<p>General comments/recommendations for next time:</p>					

Specific Criteria	(-)—————>(+)
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Recommended: /20 (FL PS CR DN HD) Weighting: 30%

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.