

RUBRIC/FEEDBACK SHEET
EDST5441 ADVANCED TESOL CURRICULUM DESIGN AND
ASSESSMENT
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Unit of work analysis and evaluation

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Paper is 2,400 (+/- 10%) words excluding unit of work • Paper includes the analysis and evaluation of a unit of work from chosen syllabus 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Paper shows a depth of understanding of key TESOL curriculum and syllabus design principles, concepts and issues raised during the course and in readings • Paper appropriately and substantially incorporates learning from course content into unit of work • Clarity and depth of implications/recommendations for improvement if appropriate 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Uses a range of research and professional literature to support rationale and selected activities 					
<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>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Writing adheres to standard conventions including grammar, punctuation, spelling and capitalisation • Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA referencing) • Clarity and consistency in presenting tables, diagrams, and unit of work 					
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: Orientations to TESOL assessment

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Paper compares and contrasts different orientations to assessment • A range of assessment tasks are integrated appropriately and systematically into the teaching program • Clarity and accuracy in use of key terms and concepts in TESOL curriculum design and assessment 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key TESOL curriculum and assessment principles, concepts and issues explicitly raised during the course and in follow up readings • Depth of analysis of specific strengths and weakness of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications/recommendations for improvement 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • A range of research and professional literature is used to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Appropriateness of overall structure of response 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Writing adheres to standard conventions including grammar, punctuation, spelling and capitalisation • Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA referencing) • Clarity and consistency in presenting tables, diagrams, and teaching program 					
<p>General comments/recommendations for next time:</p>					

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.