RUBRIC/FEEDBACK SHEET
EDST5451 EDUCATIONAL POLICY: THEORY AND PRACTICE
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Policy Analysis

Specific Criteria	(-)—————————>(+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of policy document selected for analysis • Explicit engagement with Bacchi's (2009) approach to policy analysis • Clear understanding of the concept of policy 'problems'					
Depth of analysis and critique in response to the task • Clear and reasoned identification of the 'problem' represented within the selected policy document • Clear and reasoned identification of assumptions within the selected policy document • Detailed analysis of relevant historical context/s • Clear and reasoned identification of silences within the selected policy document • Considered exploration of potential effects of the selected policy document • Thoughtful suggestions for how the problem could be questioned, disrupted, or replaced					
Familiarity with and relevance of professional and/or research literature used to support response • Uses academic literature effectively to support response • Uses policy documents and related sources effectively to support response					

Specific Criteria	(-)—————————>(+)				
Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of sub-headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions • Writing adheres to academic standards of grammar, punctuation, and spelling • Accuracy and consistency in use of APA conventions, including both in-text citations and the reference list • Within +/-10% of the word limit					
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: Policy Briefing

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • A relevant issue in education policy at state or federal level is clearly identified and explained, and a position relevant to the issue is taken • Clear understanding of the relationship between policy 'problems' and 'solutions'					
Depth of analysis and critique in response to the task • Issue is explored in depth, demonstrating a thorough grasp of the content • Considered, reflexive analysis of position is articulated • Overall evaluation of position is thoughtful and well-reasoned					
Familiarity with and relevance of professional and/or research literature used to support response • Uses a wide range of academic literature to effectively support response • Uses unit readings as relevant to effectively support response • Uses policy documents and/or related sources as relevant to effectively support response					
Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of sub-					

Specific Criteria	(-)——————————>(+)				
headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions • Writing adheres to academic standards of grammar, punctuation and spelling • Accuracy and consistency in use of APA conventions, including both in-text citations and the reference list • Within +/-10% of the word limit					
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.