

**RUBRIC/FEEDBACK SHEET
EDST5806 CREATIVITY AND GIFTEDNESS
UNSW SCHOOL OF EDUCATION**

Assessment Task 1: Response paper: Theories of creativity

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 creativity theory • Clarity and accuracy in use of key terms and concepts related to theories of creativity and creativity research 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key concepts and issues raised • Depth of analysis relating to explanations and discussions of creativity, including theoretical and practically related concerns 					
<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 literature in addition to required course readings to support your response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Coherence in developing a point of view that is sustained • Clarity and coherence of organisation, including use of section headings and summaries 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 					

Specific Criteria	(-)—————>(+)				
quoting, paraphrasing, attributing sources of information, and listing references • 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: Response paper: Apply and assess a creativity element as part of a unit of work

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 theories of creativity (philosophical and psychological), critical debate and relevant educational literature • Clarity and accuracy in use of key terms and concepts related to theories and practices of creativity and creativity research 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key concepts and issues explicitly raised during the course and in your follow up readings • Depth of analysis, evaluation and interpretation of the selected case including theoretical and practically related concerns 					
<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 literature to support your response in addition to required course readings 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Coherence in developing a point of view that is sustained relative to the selected case • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					

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 • 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:

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.